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ABSTRACT

The 1973 statewide (Maryland) educational accountability plan, for which this report was compiled, called for the development and establishment of statewide and local goals in reading, writing, and mathematics; a comprehensive and uniform statewide testing program; procedures for collecting data on student, home, community, and school characteristics; and a method whereby school systems would report test results and other information to the state. This report on functional reading test results for the school year 1977-1978 describes the statewide functional reading program; outlines the assessment of student reading competency; analyzes the state level test results according to grades seven, nine, and eleven; and concludes with general observations regarding test results and implications for the future (illustrated by numerous tables and charts). Three appendixes comprise the major portion of the report and include the statewide goals in reading, the Maryland Educational Accountability Act, and system and school-level results, presented by county. (MAI)

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functional reading test results

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MARYLAND ASSESSMENT OF STATE GOALS IN READING

Directly Tested

- Goal 1: Utilize a Variety of Reading Materials
- Goal 4: Meet the Reading Demands for Functioning in Society
- Goal 5: Select Reading as a Personal Activity

Indirectly Tested

- Goal 2: Use a Word Recognition System
- Goal 3: Comprehend Various Reading Materials

Maryland Accountability Program

Report V

School Year 1977-1978

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MARYLAND STATE DEPARTMENT OF EDUCATION
P.O. BOX 8717, BWI AIRPORT
BALTIMORE, MARYLAND 21240

April 1, 1978

To the Governor and General Assembly:

This is the third annual report describing the achievement of Maryland pupils on the Maryland Functional Reading Test (MFRT). The MFRT is a criterion-referenced assessment instrument and is in accord with the legislative intent of the Maryland Educational Accountability Act. The MFRT is administered, of course, as an addition to the Iowa Tests of Basic Skills which provides information about students' achievement in reading comprehension and vocabulary development.

The MFRT provides data about students' achievement in areas such as reading instructions, cash register tapes, medicine bottle directions, and income tax W-2 forms. One of the biggest advantages of the MFRT is that the test results can be translated into instructional decisions quickly.

Sincerely yours,

DAVID W. HORNBECK
State Superintendent
of Schools

PREFACE

Contained in this report are Statewide, system level, and individual school summaries of results of the October 1977 administration of the Maryland Functional Reading Test. The report has been designed in order to make the data and its implications readily understood by a wide variety of individuals.

Much of the information appears in both tabular and graphic form. Those individuals requiring only a general impression of the results may prefer to consult the graphics. Other persons who wish comprehensive data will find it provided. Many of the most frequently requested analyses have been done for the reader.

An attempt has been made to assure that each table or graphic is self-contained. Thus, these may be taken directly from the text for use in presentations and/or discussions.

Users of this report and its information are urged to share their reactions to the format and "usability" of the text. Even a brief note would be appreciated.

T. K. Muellen
Assistant State Superintendent
Division of Instruction

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INTRODUCTION

1.1 The Maryland Functional Reading Program

Reading instruction in the schools has been the object of intense public scrutiny both in Maryland and the nation since the beginning of the decade. Citizens are concerned with how well students are being taught to read, and whether or not students are mastering the kinds of reading skills needed to adequately function in today's society.

In 1973, the Maryland State Board of Education, in order to unify instructional reading programs throughout the State, adopted five Statewide Goals in Reading (see Appendix A). As a result, the Maryland Functional Reading Program (MFRP) was developed. The MFRP was specifically designed to: (1) establish a basic functional reading competency level for Maryland students; (2) provide a systematic instructional program of functional reading in all Maryland schools; and (3) assess student competency in basic functional reading categories.

The assessment of student competency is a major component in the overall Maryland Accountability Program (see Appendix B). This accountability program currently uses two tests to gauge students' reading achievement: (1) the Iowa Tests of Basic Skills (ITBS), and (2) the Maryland Functional Reading Test (MFRT). As Figure 1 indicates, each instrument is directly or indirectly related to each of the Statewide Goals in Reading. In the direct assessment of Goal 4, for example, the MFRT requires that students demonstrate they can successfully use such reading materials as menus, sales slips, appliance instructions, and directions on medical prescriptions.

The combination of the ITBS and the MFRT better assesses student achievement in the five State reading goals than either test does independently. The two tests provide information for Maryland educators to: (1) compare group achievement in literal reading with other national groups of students; and (2) assess the strengths and weaknesses of individual students in the five basic functional reading categories in order to plan relevant individualized instructional programs.

Figure 1

Comparison of Instruments for the
Assessment of Statewide Goals in Reading

Goals:	Goal 1 Utilize a Variety of Reading Materials	Goal 2 Use of a Word Recognition System	Goal 3 Comprehend Various Reading Materials	Goal 4 Meet Reading Demands for Functioning in Society	Goal 5 Select Reading as a Personal Activity
Instruments:					
Maryland Functional Reading Test	Direct Measurement	Indirect Measurement	Indirect Measurement	Direct Measurement	Direct Measurement
Iowa Tests of Basic Skills		Indirect Measurement	Direct Measurement		

1.2 Elements of the Maryland Functional Reading Program

The Maryland Functional Reading Program includes three elements:

1. An Instructional Program. The Instructional Program outlines the basic functional reading skills students should achieve from kindergarten through grade six, grade seven through grade ten, and grade eleven through grade twelve. The Maryland Reading Scope and Sequence for Grades 1-12 (1977) prescribes minimum student performance levels based on Maryland's Reading Goals for Accountability and indicates by grade level the minimum competencies to receive emphasis during reading instruction in the State. Students are taught to read functional materials in each of five categories:

- Locating References
- Understanding Forms
- Gaining Information
- Following Directions
- Attaining Personal Development

A two-volume instructor's manual, Functional Reading; A Resource Guide for Teachers, is also a part of the instructional program. Copies, distributed to the schools throughout the State, suggest instructional activities for each specific behavior to be learned in the five functional reading categories. All activities were field tested with Maryland students and selected by them for Statewide use by their peers.

2. An Inservice Training Program. The training element includes the introduction of the functional reading program to staff members, parents, and students. The inservice program materials include filmstrips and tapes which represent an overview

of the State functional reading program and "how-to" approaches for teaching primary, intermediate, middle, and senior high students. The overview material is generally used with staff, parents, and students. The "how-to" approaches are used in staff inservice activities. Inservice is required and thus assures that the school staff has the necessary teaching competencies for proper introduction of new material.

3. A Testing Program. Each fall the Maryland Functional Reading Test is administered statewide for instructional management at grades seven, nine, and eleven, and optionally at grade twelve. The test results, which include both diagnostic and achievement data, are summarized at five administrative levels; (1) State; (2) school system; (3) school building; (4) classroom; and (5) individual student. In this current report are Fall, 1977 test results summaries for three administrative levels; (1) State, (2) school system, and (3) school building; and for three grades: seven, nine, and eleven.

Information from the testing program allows State and local administrators and supervisors to make appropriate instructional management decisions about the strengths and weaknesses of students' functional reading competencies, as well as needed programmatic changes. Classroom-level and student-level profiles are returned within two months following the actual testing to the school systems and individual schools for use in instructional planning.

1.3 Information About the Maryland Functional Reading Program

This report addresses specifically Maryland Functional Reading Test results. Information on the instructional program and/or the inservice training program may be obtained by writing:

Maryland State Department of Education
Division of Instruction
P.O. Box 8717--BWI Airport
Baltimore, Maryland 21240

1.4 Maryland Functional Reading Test (MFRT): Some Questions and Answers.

How Was the MFRT Constructed?

The MFRT was developed as a criterion-referenced test. Test construction standards which guided the development of the MFRT included agreement between citizens and educators regarding specific materials that should be taught and tested in a functional reading program. Once this agreement was reached, an external contractor developed specific item (question) objectives, trial testing materials, and test questions. Examples used in the test, such as menus, sales slips, and W-2 forms, were collected from many government agencies and public institutions.

The proposed test items (questions) were used in the field with approximately 47,000 Maryland students. The questions were also reviewed by students and assesed by a panel of test-building experts. All of the information was gathered and used

in making modifications in the tests. The resulting tests are statistically reliable instruments with which to judge student functional reading performance.

The materials included in the five functional reading categories (see Figure 2) were established by having more than 2,000 Maryland citizens at all levels of reading skills identify their basic survival-reading needs. These needs were analyzed and a composite list was prepared. The final list was then translated into specific types of content materials which students need to be able to read. Approximately 15 citizen groups validated the specific materials. These groups included: students; parents; members of chambers of commerce; enrollees of adult continuing education; reading teachers; Model Cities personnel; directors of curriculum in school systems; citizens randomly surveyed; and members of Parent-Teacher Associations.

Figure 2.

Functional Reading Categories
and Specific Instructional Materials

Functional Reading Categories	Instructional Content Material	
	Kindergarten - Grade 6	Grade 7 - Grade 10
Locating References	Tables of contents; headings; subheadings; indices; glossaries; footnotes; appendices; copyright announcements; prefaces; almanacs; catalogs; textbooks; travel guides; T.V. Guides; telephone books; encyclopedias; library cards, reference materials.	Textbooks; trade books; job manuals; consumers' guides; encyclopedias; readers' guides; index volumes; atlases; library cards; collected titles.
Understanding Forms	School forms; sales slips; cash register receipts.	School forms; income tax forms; social security cards; medicines; vocation; applications; Armed Forces; driver's permits; W-2 forms; welfare forms; sales slips; mail orders; credit card applications; bank statements; notes; loans; sales and rental; subscriptions; long-term agreements; hotel reservation.
Gaining Information	Lists; assignments; public announcements; emergency instructions; newspapers.	Vocabulary lists; assignments; training manuals; safety and job requirements; memorandum; want ads; work schedules; company policies; union contracts; public announcements; legal documents; political materials; newspapers; bills, sales policies; consumer information; government pamphlets; contracts; leases; Day Care information.
Following Directions	Directions, such as: road signs; building signs; textbooks; emergencies; teacher-made games; do-it-yourself kits; child care; first aid; telephone; survival signs; medicines; food labels; maps.	Directions, such as: road signs; cooking; sewing; utility household appliances; voting machines; child care; tests; ballots; first aid; labels; medicines; mass transportation; maps.
Attaining Personal Development	Choosing reading; selecting materials; spending time reading; sharing ideas; reading to others; using information for hobbies; reading for self goals.	Choosing reading; selecting materials; spending time reading; sharing ideas; reading to others; using information for hobbies; reading for self goals.

Why is Functional Reading Assessment a Part of the Accountability Program?

All reading diagnosis, instruction, and testing in Maryland is based on the five State goals for reading which insure a comprehensive, yet well-balanced, reading program. (See Appendix A for a listing of State goals.) At present, there is no one test comprehensive enough to measure all five State goals. Therefore, reading performance is better assessed through the use of both criterion-referenced and norm-referenced testing instruments.

How Are the Test Results Interpreted?

The following illustrates how the test results of an individual student are interpreted. The information in Figure 3 (below) is the Maryland Functional Reading Test report for a hypothetical student. The information indicates, for example, that Pupil A. Smith answered 20 of the 30 questions in the category "Locating References" correctly (67%); 21 of the 21 questions in the category "Understanding Forms" correctly (100%); 24 of the 29 questions in the category "Gaining Information" correctly (83%); 26 of the 35 questions in the category "Following Directions" correctly (74%); and 97 of the 115 questions for the total test correctly (84%).

Figure 3

Number and Percentage of Items Answered Correctly by Each Student (Sample)

Student Name	Functional Reading Categories									
	Locating References (30 Questions)		Understanding Forms (21 Questions)		Gaining Information (29 Questions)		Following Directions (35 Questions)		Total Test (115 Questions)	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
A. Smith	20	67	21	100	24	83	26	74	97	84

The teacher uses these scores to plan the student's instructional program. Since the State instructional goal for functional reading is that all students should answer 80 percent or more of the test items correctly in each category and for the total test, the teacher would rank A. Smith's performance from the highest to the lowest in order to analyze student needs. A. Smith's performance illustrated would be ranked by the teacher as follows:

1. The student achieved the desired competency level (80-100% of items answered correctly) on:

   a. Total Test (84%)
   b. Understanding Forms (100%)
   c. Gaining Information (83%)

2. The student did not achieve the desired competency level (80-100% of items answered correctly) on:

   a. Locating References (67%)
   b. Following Directions (74%)

3. The student needs immediate instructional help with materials on two functional reading categories, ranked in this order:

   a. Locating References (67%)
   b. Following Directions (74%)

By using the test objectives and the suggested activities listed for the three identified functional reading categories in the two-volume Functional Reading Manual, which is available in each school, the teacher can outline A. Smith's instructional program needs. The teacher is also able to identify the specific instructional content materials which need to be taught to student A. Smith. (See Figure 2.)

In addition to the above information, teachers are told which items A. Smith missed on the MFRT. This information enables the teacher to key in on specific skills within each category where this student needs help. School districts also receive information on all students' performance. Knowing the percent of students who correctly answer each item on the test makes it possible for school districts to set very specific program priorities related to the Maryland Functional Reading Program.

Why Use an 80 Percent Desired Competency Level?

Both educators and lay people should be aware of the special use of the 80 to 100 percent as a desired competency level. The 80 percent cut-off score as a desired competency level was determined by taking into account nationally acceptable practices in criterion-referenced test construction.

The 80 percent criterion level should not be equated to a literacy determination. Rather, in Maryland, it is: (1) the lowest point of the desired competency level (80-100% of items answered correctly); and (2) a point for ranking immediate instructional needs. Thus, all reading instruction must focus on making each reader, whatever his/her score (61%, 79%, or 90%), become the best reader possible. Reading instruction should not stop at some minimal, predetermined level of competency.

What Does the Term "Achieving Competency" Mean?

Throughout this report the term "achieving competency" refers to a desired competency level where a student answered

correctly at least 80 percent of the items in a category of the Maryland Functional Reading Test and on the total test. This term and its definition have been chosen to assure consistency in interpretation of the information contained in this report.

STATE LEVEL RESULTS

2.1 Maryland Functional Reading Test (MFRT): State Level Results

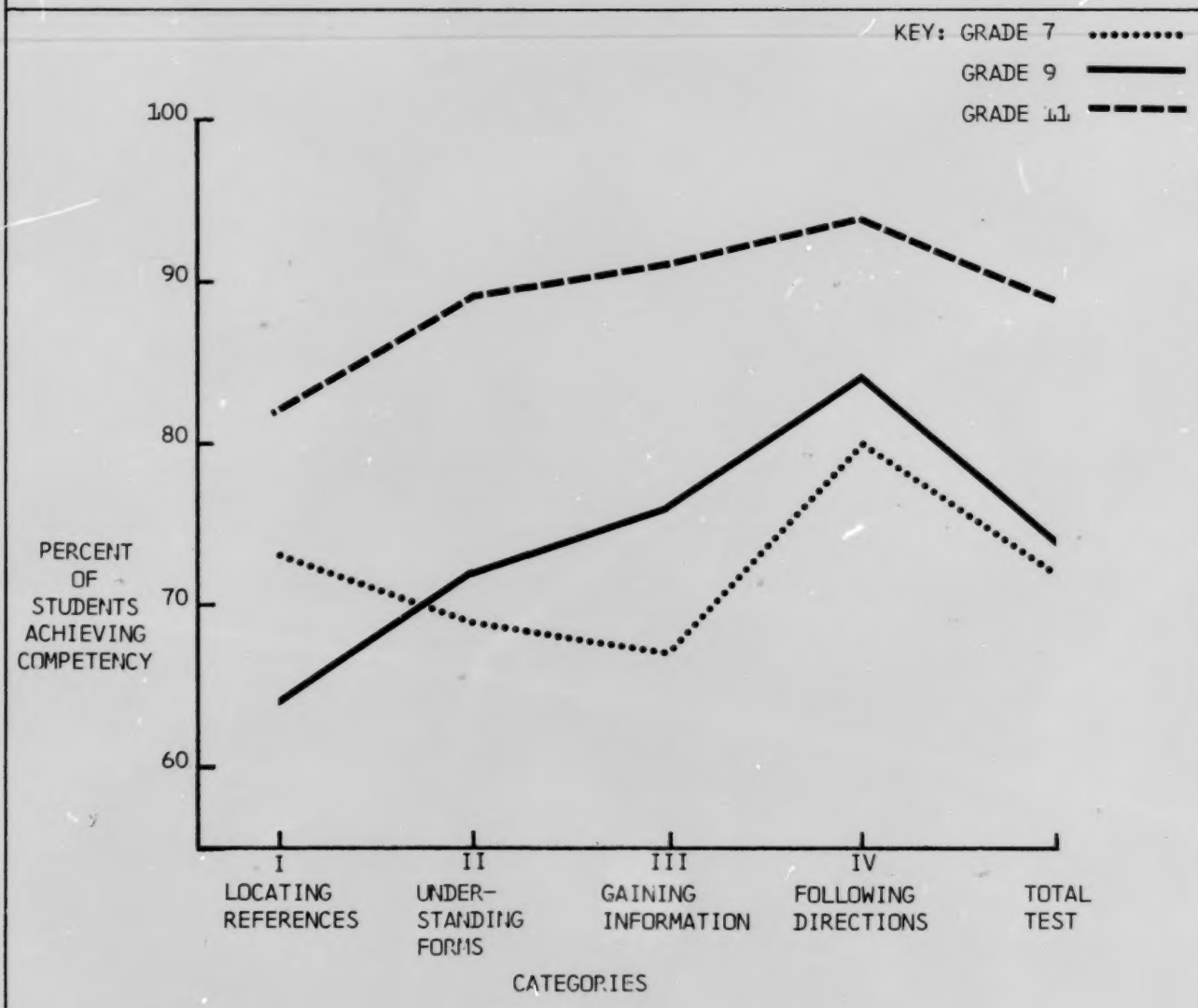
The MFRT was administered in October, 1977 to Maryland public school students in grades seven, nine, and eleven. The MFRT appears as two forms, Form A and Form B. Form A is administered in grade seven and Form B is administered in grades nine and eleven. The 1977-78 testing represents student performance after two years' instruction in the Maryland Functional Reading Program (MFRP). Scores from 1975-76 represent scores obtained prior to the introduction of the MFRP.

For the first time, student scores for grade nine are included in this report. It is, therefore, not possible to analyze performance trends for grade nine. However, comparison of grade nine with grades seven and eleven for the current testing year yield some interesting results as will be discussed below.

Figure 4 illustrates the relative performance of seventh, ninth, and eleventh grades for the October 1977 administration of the MFRT. With the single exception of Category I (Locating References), older students achieve a higher percentage of items correct--as might be expected. In Category I, however, a greater percentage of seventh grade students achieved competency than did ninth grade students. Identification of specific causes for this pattern of response is beyond the scope of this report and would be speculative.

FIGURE 4

MARYLAND FUNCTIONAL READING TEST
1977-1978 STATEWIDE RESULTS
PERCENT OF STUDENTS ACHIEVING COMPETENCY*
IN THE SKILL CATEGORIES AND TOTAL
TEST BY GRADE LEVEL



*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

In all categories and for the total test, there has been a steady increase in percentage of students achieving competency over the past three testing years. As is shown in Figure 5, this steady increase is similar for both grades seven and eleven. As the percentage of grade eleven students begins to approach 100 percent, the curve will show a "leveling off." This, however, is not expected to occur for another two years. It should be noted that at this time the impact on test scores of changing regulations regarding special education students is not known.

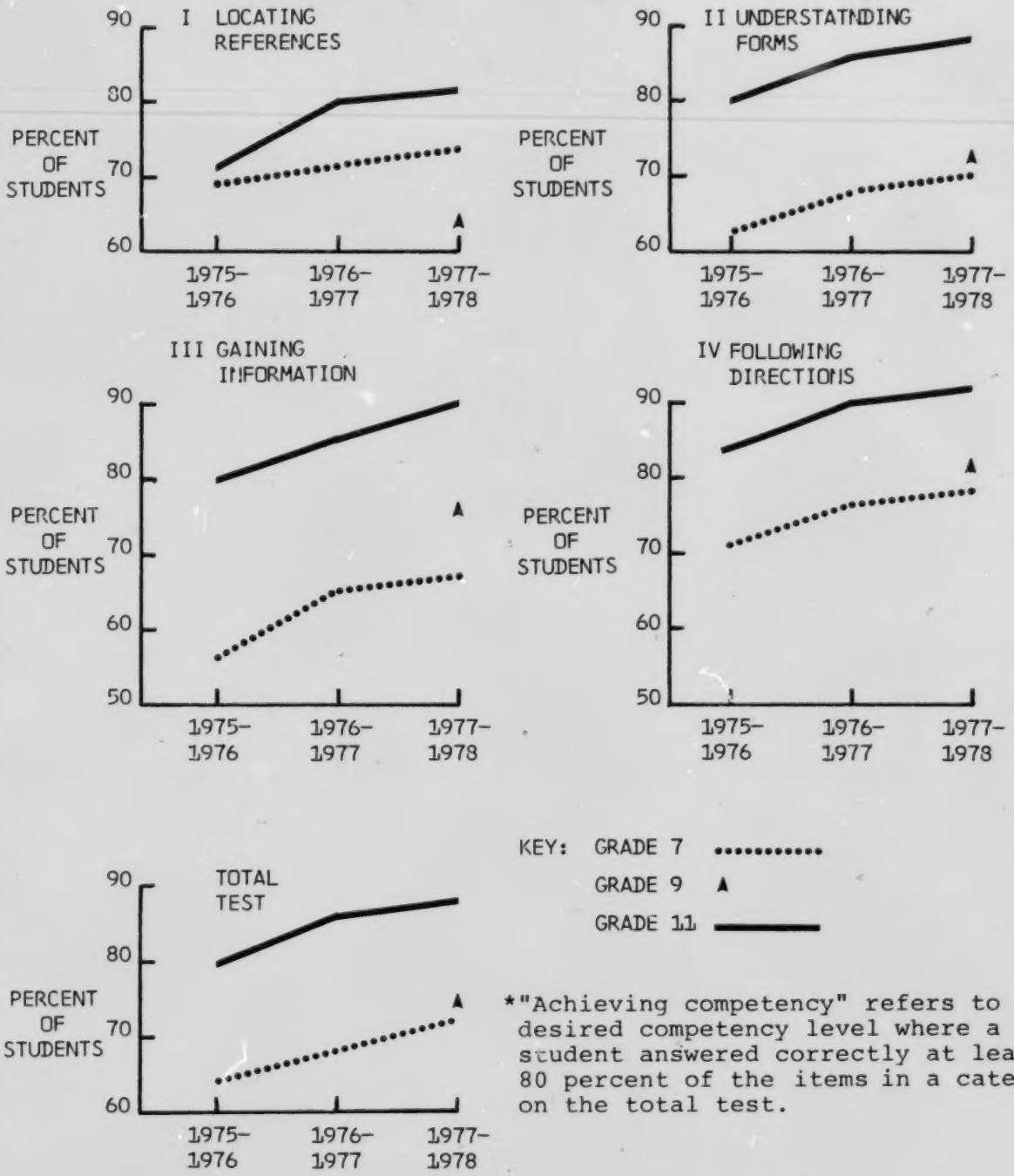
As can be seen from Figure 5, the largest "growth" has occurred in Category III (Gaining Information). It is in this category where there is also the largest difference between grade seven and grade eleven. The steady growth in all categories and on the total test score is seen as encouraging. More specific examination of statewide test performance by category reveals that the growth is approaching an optimal level of performance.

Table 1 shows the school systems in which 80 percent or more of the students achieved competency for the 1976-77 and 1977-78 testing years. (Although testing year 1975-76 is not included, as implementation of the MFRP had not then occurred, testing year 1975-76 does serve as a base for useful comparison purposes in this report.) It can be seen, for example, that in Allegany County Category I (Locating References), in testing year 1977-78, less than 80 percent of the seventh, ninth, and eleventh grade students achieved at least 80 percent of the items correct. However, in testing year 1976-77 at least 80 percent of the eleventh graders attained a score of at least 80 percent in Category I. Similar comparisons may be made for each system.

At the bottom of Table 1 the total number of Maryland systems achieving competency are given for each grade level. For grade eleven, 24 of the 24 systems had at least 80 percent of students achieving competency in two categories: III, Gaining Information, and IV, Following Directions. At least 80 percent of the grade eleven students achieved competency in 22 of the 24 Maryland systems on the total test.

FIGURE 5

MARYLAND FUNCTIONAL READING TEST 1975-1978
PERCENT OF STUDENTS ACHIIVING COMPETENCY*
BY CATEGORY AND GRADE



*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category on the total test.

TABLE 1

MARYLAND FUNCTIONAL READING TEST 1976-1978*
SYSTEMS IN WHICH 80 PERCENT OR MORE OF STUDENTS
ACHIEVED COMPETENCY** BY CATEGORY, GRADE AND YEAR

SYSTEM	CATEGORIES									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	1977-1978	1976-1977	1977-1978	1976-1977	1977-1978	1976-1977	1977-1978	1976-1977	1977-1978	1976-1977
Allegany		11	11	11	11	11	7,9,11	7,11	11	11
Anne Arundel	11		11	11	7,11	11	7,9,11	7,11	7,11	11
Balto. County	7,11	11	9,11	11	9,11	11	7,9,11	7,11	7,9,11	11
Balto. City					11		11	11		
Calvert			11	11	11	11	11	11	11	11
Caroline					11	11	11	11		11
Carroll	7,11	7,11	11	7,11	9,11	11	7,9,11	7,11	7,9,11	7,11
Cecil	7,11	11	7,11	11	9,11	11	7,9,11	7,11	7,9,11	11
Charles	7,11		7,9,11		9,11		7,9,11		7,9,11	
Dorchester			11	11	11	11	11	11	11	11
Frederick			11	11	11	11	9,11	11	11	11
Garrett			11		11	11	7,9,11	11	11	11
Harford	7,11	7,11	11	11	9,11	11	7,9,11	7,11	7,11	7,11
Howard	7,11	7,11	7,9,11	7,11	7,9,11	7,11	7,9,11	7,11	7,9,11	7,11
Kent			11	11	11	11	7,9,11	7,11	11	11
Montgomery	7,9,11	7,11	7,9,11	7,11	7,9,11	7,11	7,9,11	7,11	7,9,11	7,11
Pr. George's			11	11	11	11	9,11	11	11	11
Queen Anne's	11		11	11	9,11	11	7,9,11	7,11	11	11
St. Mary's			11	11	11	11	7,9,11	11	11	11
Somerset	11	11	11	11	11	11	9,11	11	11	11
Talbot	7,11	7,11	7,11	7,11	9,11	11	7,9,11	7,11	7,11	7,11
Washington	11		11	11	11	11	7,9,11	11	11	11
Wicomico	11	11	11	11	11	11	7,9,11	11	11	11
Worcester		7	11	11	11	11	7,9,11	7,11	11	7,11
TOTALS										
Grade 7	8	6	5	4	3	2	17	12	9	6
Grade 9	1	*	4	*	9	*	20	*	6	*
Grade 11	13	10	22	20	24	22	24	23	22	22

*MFRT not administered to Grade 9 in 1976-77

**"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test

2.2 Maryland Functional Reading Test (MFRT): Attaining Personal Development

A specific section of the Maryland Functional Reading Program is devoted to helping students develop a positive attitude and feeling about the reading process in order to involve students in seeking reading as a personal activity. The Maryland Functional Reading Test includes several questions which assess students' individual reading preferences. Student responses to those questions are summarized in Tables 2, 3, and 4.

For grades seven and eleven there is a moderate positive change in students' attitudes, as measured by these questions, over the years 1975-78. These changes do not appear to be as great as the changes in performance scores on the MFRT.

The largest discrepancy among grades, for 1977-1978, occurred in response to question number six. A much greater percentage of seventh graders indicated that they enjoyed reading as a spare time activity. Note, at the same time, that for all grades approximately the same percentage of students indicated that they spend three or more hours a week reading during vacation (question number four). This may indicate that while 11th graders may read the same amount, their goal is less "recreational" and more "required" (job/college/life application).

TABLE 2 - MFRT STATE LEVEL RESULTS, GRADE 7

SUMMARY OF
RESPONSES TO QUESTIONS ABOUT INDIVIDUAL
READING PREFERENCES.
YEARS 1975-76, 1976-77, AND 1977-78

1. Percentage of students who indicated they read "about once a week" or "almost every day" about their hobbies.

1975-76	1976-77	1977-78
46%	50%	50%

2. Percentage of students who rated themselves a "good" to "excellent" reader.

1975-76	1976-77	1977-78
63%	65%	66%

3. Percentage of students who indicated that they felt they understood the reading they were required to do in school "always" or "most of the time."

1975-76	1976-77	1977-78
80%	82%	83%

4. Percentage of students who indicated they spent three or more hours a week reading for fun during their vacation from school.

1975-76	1976-77	1977-78
32%	34%	34%

5. Percentage of students who indicated they often read about the kind of job they might like to do sometime, "almost every day," or "about once a week."

1975-76	1976-77	1977-78
43%	47%	47%

6. Percentage of students who indicated that they enjoyed reading as a spare-time activitiy.

1975-76	1976-77	1977-78
49%	51%	52%

TABLE 3 - MFRT STATE LEVEL RESULTS, GRADE 9

SUMMARY OF
RESPONSES TO QUESTIONS ABOUT INDIVIDUAL
READING PREFERENCES.
YEARS 1977-78

1. Percentage of students who indicated they read "about once a week" or "almost every day" about their hobbies.

1977-78
42%

2. Percentage of students who rated themselves a "good" to "excellent" reader.

1977-78
61%

3. Percentage of students who indicated that they felt they understood the reading they were required to do in school "always" or "most of the time."

1977-78
80%

4. Percentage of students who indicated they spent three or more hours a week reading for fun during their vacation from school.

1977-78
30%

5. Percentage of students who indicated they often read about the kind of job they might like to do sometime, "almost every day," or "about once a week."

1977-78
42%

6. Percentage of students who indicated that they enjoyed reading as a spare-time activitiy.

1977-78
39%

TABLE 4 - MFRT STATE LEVEL RESULTS, GRADE 11

SUMMARY OF
RESPONSES TO QUESTIONS ABOUT INDIVIDUAL
READING PREFERENCES.
YEARS 1975-76, 1976-77, AND 1977-78

1. Percentage of students who indicated they read "about once a week" or "almost every day" about their hobbies.

1975-76	1976-77	1977-78
56%	58%	59%

2. Percentage of students who rated themselves a "good" to "excellent" reader.

1975-76	1976-77	1977-78
59%	61%	64%

3. Percentage of students who indicated that they felt they understood the reading they were required to do in school "always" or "most of the time."

1975-76	1976-77	1977-78
80%	82%	84%

4. Percentage of students who indicated they spent three or more hours a week reading for fun during their vacation from school.

1975-76	1976-77	1977-78
32%	33%	33%

5. Percentage of students who indicated they often read about the kind of job they might like to do sometime, "almost every day," or "about once a week."

1975-76	1976-77	1977-78
45%	47%	48%

6. Percentage of students who indicated that they enjoyed reading as a spare-time activitiy.

1975-76	1976-77	1977-78
40%	41%	41%

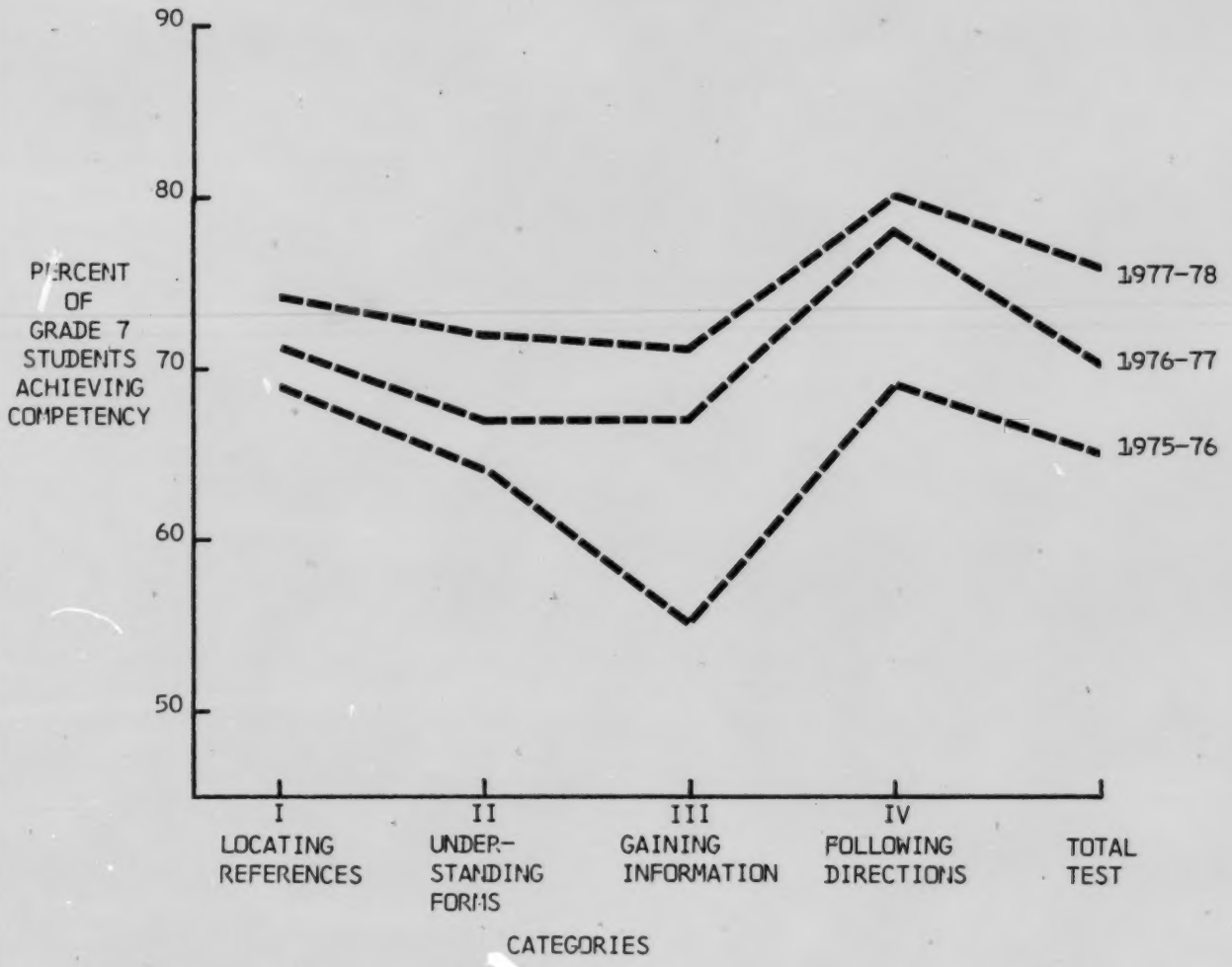
2.3 Maryland Functional Reading Test (MFRT): Grade Seven Results

Seventh grade students in Maryland continued to increase in performance on the Maryland Functional Reading Test. As Figure 6 shows, however, only in Category IV (Following Directions) did more than 80 percent of the students achieve competency. The overall positive growth is very encouraging. Note that although the total number of students tested for 1977-78 is smaller, a greater percentage of the total enrollment is represented.

Table 5 shows the actual number and percentage of students achieving competency for each category over the testing years 1975-78. Note that the absolute number of students shows a decrease from 1976-77 to 1977-78 but that the percentage of competency students increases.

FIGURE 6

MARYLAND FUNCTIONAL READING TEST
STATE LEVEL RESULTS
GRADE 7 1975-1978
PERCENT OF STUDENTS ACHIEVING COMPETENCY*
BY CATEGORY AND TOTAL TEST



*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 5

STATE LEVEL RESULTS
MARYLAND FUNCTIONAL READING TEST, 1975-1978
NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY*
BY CATEGORY AND TOTAL TEST

GRADE 7

TESTING YEAR	CATEGORY I Locating References		CATEGORY II Understanding Forms		CATEGORY III Gaining Information		CATEGORY IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978 Grade 7	46,901	73	44,331	69	43,046	67	51,398	80	46,259	72
1976-1977 Grade 7	48,117	71	45,201	67	44,144	65	52,510	78	47,005	69
1975-1976 Grade 7	46,415	69	41,653	62	37,896	56	48,395	72	43,928	65

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978 Grade 7	64,248	93.3
1976-1977 Grade 7	67,668	91.5
1975-1976 Grade 7	67,384	89.7

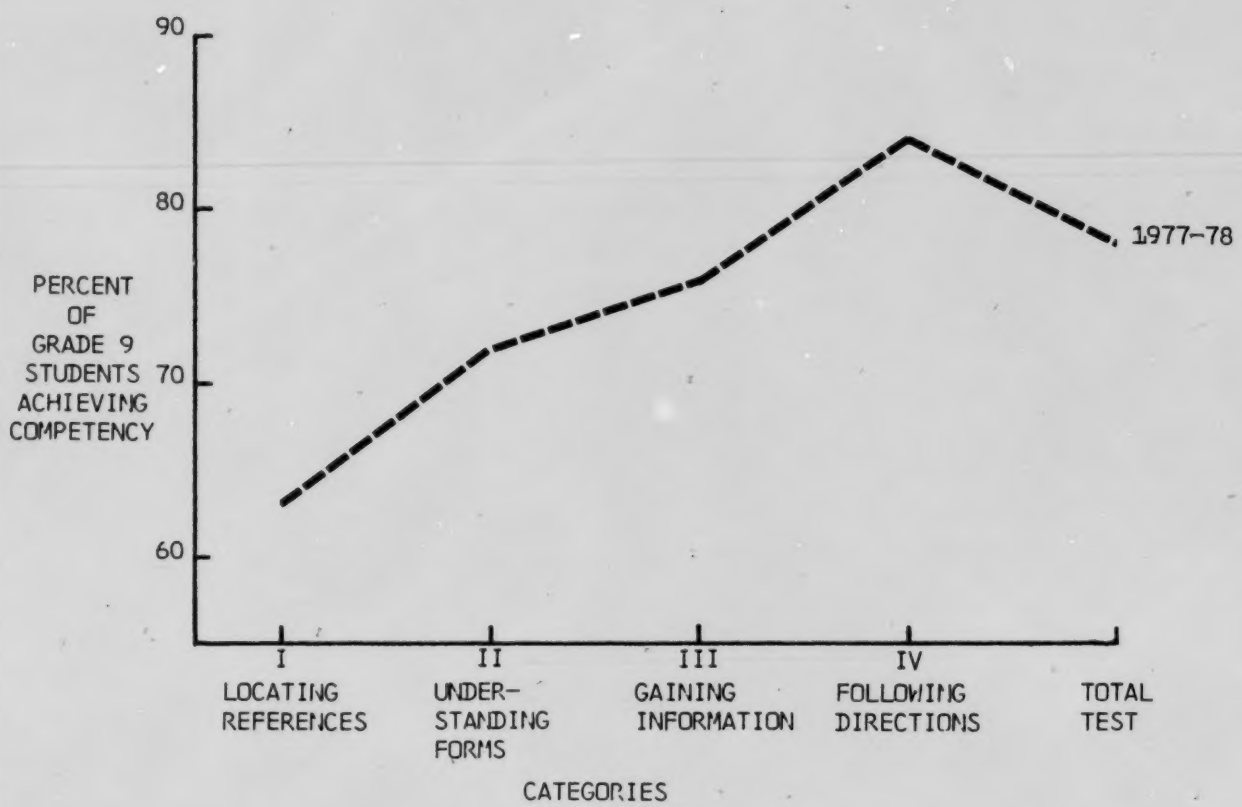
2.4 Maryland Functional Reading Test (MFRT): Grade Nine Results

This testing year, 1977-78, is the first year that results from testing of grade nine students is reported. Thus, it is not appropriate to predict trends or to make inferences. Comparative performance with grades seven and eleven has been previously undertaken. (See Figures 4 and 5, and Table 1.)

Figure 7 and Table 6 show grade nine test results. Note that in only Category IV (Following Directions) did more than 80 percent of the students answer more than 80 percent of the items correctly.

FIGURE 7

MARYLAND FUNCTIONAL READING TEST
STATE LEVEL RESULTS 1977-1978
GRADE 9
PERCENT OF STUDENTS ACHIEVING COMPETENCY*
BY CATEGORY AND TOTAL TEST



*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 6

STATE LEVEL RESULTS
MARYLAND FUNCTIONAL READING TEST, 1975-1978
NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY*
BY CATEGORY AND TOTAL TEST

GRADE 9

TESTING YEAR	CATEGORY									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978 Grade 9	42,982	64	48,355	72	51,042	76	56,414	84	49,698	74

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total toest. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978 Grade 9	67,160	93.3

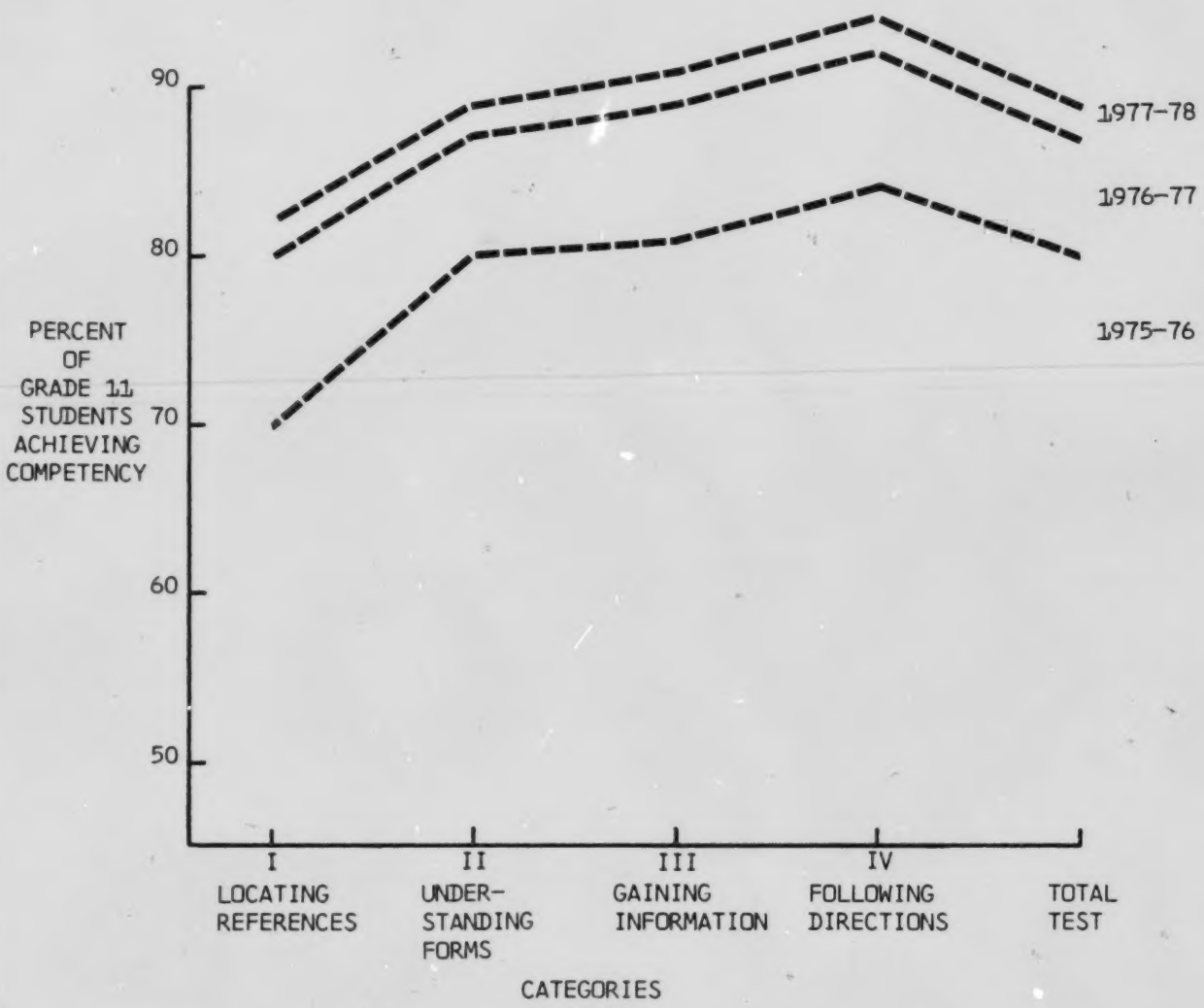
2.5 Maryland Functional Reading Test (MFRT): Grade 11 Results

Students in grade eleven continue to show improvement over all test categories. For the second year, more than 80 percent of grade eleven students tested achieved at least 80 percent scores on all categories of the Maryland Functional Reading Test and on the total test.

As Figures 8 and Table 7 clearly show, there is continued positive growth in the percentage of students achieving competency over the years 1975-1978. In contrast to results for grade seven, not only a larger percent of grade eleven students are achieving competency, but this also represents a larger number of the total students enrolled at grade eleven for 1977-78.

FIGURE 8

MARYLAND FUNCTIONAL READING TEST
STATE LEVEL RESULTS 1975-1978
GRADE 11
PERCENT OF STUDENTS ACHIEVING COMPETENCY*
BY CATEGORY AND TOTAL TEST



*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 7

STATE LEVEL RESULTS
MARYLAND FUNCTIONAL READING TEST, 1975-1978
NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY*
BY CATEGORY AND TOTAL TEST

GRADE 11

TESTING YEAR	CATEGORY									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978 Grade 11	46,887	82	50,890	89	52,034	91	53,749	94	50,890	89
1976-1977 Grade 11	45,419	80	49,419	87	50,428	89	52,311	92	49,561	87
1975-1976 Grade 11	38,556	70	43,610	80	44,247	81	45,991	84	44,064	80

*"Achieveing competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978 Grade 11	57,180	89.1
1976-1977 Grade 11	56,772	88.6
1975-1976 Grade 11	54,844	87.2

CONCLUSIONS

3.1 General Conclusions

This report contains the results of the Maryland statewide effort to assess the functional reading competencies of students in grades seven, nine, and eleven, using a test based on materials such as menus, sales slips, instructions for appliances, and directions for medical prescriptions. This report deals only with average performance for very large numbers of students. It must be emphasized that this data can function only as indicative of performance and not as diagnostic indicators of differential school effectiveness.

The 1977-78 data indicate that 72 percent of the students in grade seven, 74 percent of those in grade nine, and 89 percent in grade eleven scored at the desired competency level on the total test. The number of students scoring at desired competency level on the total test is up about three percent at grade seven and two percent at grade eleven compared to last year's scores. (As this is the first year for reporting grade nine results, no comparative data is available.) The Maryland Functional Reading Test will continue to be used to determine the effectiveness of the functional reading program. The goal is for all students to reach the desired competency level by 1980.

3.2 General Trends

There has been a steady growth in the percent of grade seven and grade eleven students achieving competency over the testing years 1975-78. The large growth difference between 1975-76 and 1976-77 (compared with 1976-77 to 1977-78) may be attributed to

the implementation of the Maryland Functional Reading Program (MFRP). While the initial effect of the program may have been to increase scores in an atypical manner, the pattern of growth has continued and this is encouraging.

There is a curious pattern to the 1977-78 data with respect to grade nine performance. Grade nine students scored above grade seven students in all categories of the MFRT with the exception of Category I (Locating References). As there is no previous comparison data for grade nine, this may be simply an isolated incident. Grade nine performance in Category I will continue to be monitored over the next few years in order to assess trends in performance.

The great majority of grade seven, nine, and eleven students consider themselves "good" or "excellent" readers who understand school-required reading "always" or "most of the time." Yet, these same students are not selecting reading as a personal activity as indicated by a reported decline in personal reading from grade seven to grade eleven. Grade nine students fall below both grade seven and eleven in this activity.

3.3 Contrast With the 1976-77 Iowa Tests of Basic Skills

The basic skills achievement of Maryland students as measured by the Iowa Tests of Basic Skills indicate that the Maryland seventh and ninth grade performance ranges uniformly below the National Norms for this test.

Thus, while Maryland Functional Reading Test student performance progresses upward from seventh to ninth to eleventh grade in a regular and desired manner, this pattern is different from that of student performance on the ITBS, on which upper grade

students generally perform below grade level. The contrast may be due in part to the different emphases of the two tests (Table 1). The difference may also be attributed to a maturation factor: grade eleven students are older and have additional life experiences of the type tested on the MFRT. The maturation factor may not play as important a role in the ITBS.

3.4 Instructional Implications

The four functional reading categories can be ranked according to implied order of needed instructional emphasis statewide. That is, areas in which students perform less well can be identified. However, each school system and each school must determine from their own data what their institutional needs may be. It is most appropriate for educators to examine their own students' scores and to implement programs aimed at helping their students to know more about the content of the Maryland Functional Reading Programs.

In general, statewide results (see Tables 1, 5, 6, and 7) for the various grades tested indicate different levels of required instructional emphasis and ordering of instructional priorities. Table 8 shows the instructional emphases required statewide based on the 1977-78 Maryland Functional Reading Test administration.

Results of the MFRT are used for diagnostic purposes. The data from the MFRT can be used to help administrators and teachers determine in what areas to spend effort and energy. The results of the MFRT are one means by which educators can get a clear picture of the present needs of their students.

TABLE 8

MARYLAND FUNCTIONAL READING TEST
PRIORITY RANK* OF INSTRUCTIONAL NEEDS
BY CATEGORY AND GRADE (1=HIGH, 4=LOW)
1977-78 STATEWIDE RESULTS

Grade	CATEGORIES			
	I Locating references	II Understanding forms	III Gaining information	IV Following directions
7	3-S	2-VS	1-VS	4
9	1-VS	2-VS	3-VS	4
11	1	2	3.5	3.5

* VS indicates that a very strong instructional emphasis may be needed to increase performance in that category.

S indicates that a strong instructional emphasis may be needed.

3.5 Program Implications

Examination of the Maryland Functional Reading Test results indicates several activities which might be the focus of concentrated efforts by local education agencies. Some suggested activities include:

1. Undertaking an analysis of local reading programs to determine if there exists a continuous strand of developmental skill sequences in the area of functional reading. A question to be answered might be: Is there a relationship between degree of functional reading program implementation and MFRT scores? If such a functional reading program exists, another question which might arise is: Does information about the program flow freely between and among the grades both at the elementary and secondary levels?

2. Identifying the functional reading program objectives which correlate with areas of weakness as indicated on the MFRT. Once these areas are identified, teachers could be encouraged to plan instructional activities accordingly.

3. Familiarizing teachers with functional reading skills which are indicated on the Maryland Reading Scope and Sequence for Grades 1-12. This, along with results of the MFRT, will assist teachers as they make program adjustments.

Differential implementation of the Maryland Functional Reading Program should influence results on the MFRT. Therefore, analysis of implementation is an important activity to be undertaken.

APPENDICES

A. STATEWIDE GOALS IN READING

B. THE MARYLAND EDUCATIONAL ACCOUNTABILITY ACT

C. SYSTEM AND SCHOOL LEVEL RESULTS

APPENDIX A STATEWIDE GOALS IN READING (APPROVED 6/20/73)

Goals in Reading

Each Maryland student, who has achieved the objectives for reading established by the local school, should:

1. UTILIZE A VARIETY OF READING MATERIALS

In this goal, a student identifies his own purposes for using reading materials, and from a wide variety of available materials, selects those which are suitable in level of difficulty and in content. Such materials include both print (e.g., books, newspapers, periodicals, veritical files, documents) and non-print (e.g., films, records, transparencies, maps, globes, charts).

2. USE A WORD RECOGNITION SYSTEM

The achievement of this goal enables a student to perform two tasks which are basic to success in reading. First, he knows and can apply a system for recognizing unfamiliar words. Secondly, he can instantaneously and simultaneously pronounce words and determine their meaning in a particular context. Such a system includes the use of the necessary picture, context, structural, phonic, and authority (i.e., glossary, dictionary) clues.

3. COMPREHEND VARIOUS READING MATERIALS

To accomplish this goal, the student must think literally, critically, and creatively about the intent of the communication. Thus, the student must develop a method for using the pattern of thought in the message in order to understand the meaning and to draw inferences. In this process, he uses his own experiences and knowledge about the content to ask a variety of questions and to find suitable answers to these.

4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY

This goal prepares the student to survive in society by helping him to cope with everyday reading experiences, (i.e., following directions, locating references, gaining information, understanding forms, and attaining personal development). Since it establishes minimum performance levels for students, this goal is of prime importance.

5. SELECT READING AS A PERSONAL ACTIVITY

The essence of this goal is the student's personal enjoyment and appreciation of the reading process whereby he <u>can</u> and

does read. The development of such a positive attitude must not be left to chance, but instead it must include the continuous building of reading interest, desire, and habit as an integral part of all reading instruction throughout the State.

APPENDIX B THE MARYLAND EDUCATIONAL ACCOUNTABILITY ACT

Public School Laws of Maryland

EDUCATIONAL ACCOUNTABILITY

Article 77, Section 28A

28A. Program of educational accountability for operation and management of public schools to be established.

(a) Education accountability program. The State Board of Education and State Superintendent of Schools, each board of education and every school system, and every school, shall implement a program of education accountability for the operation and management of the public schools, which shall include the following:

(1) The State Board of Education and the State Superintendent of Schools shall assist each local school board and school system in developing and implementing educational goals and objectives in conformity with statewide educational objectives for subject areas including, but not limited to, reading, writing and mathematics.

(2) Each school, with the assistance of its local board of education and school system, shall survey the current status of student achievement in reading, language, mathematics, and other areas in order to assess its needs.

(3) Each school shall establish at the basis of its assessment, project goals and objectives which are in keeping with the goals and objectives established by its board of education and the State Board of Education.

(4) Each school, with the assistance of this local board of education, the State Board of Education and the State Superintendent of Schools, shall develop programs for meeting its needs on the basis of priorities which it shall set.

(5) Evaluation programs shall concurrently be developed to determine if the goals and objectives are being met.

(6) Reevaluation of programs, goals and objectives shall be regularly undertaken.

(b) Assistance from State Department of Education. The State Department of Education shall assist the local boards of education in establishing this program by providing guidelines for development and implementation of the program by the local boards, and by providing assistance and coordination where needed and requested by those boards.

(c) Beginning on July 1, 1973, the State Board of Education, upon recommendation of the State Superintendent of Schools, shall include in its annual budget request such funds as it deems necessary to carry out the provisions of this section.

(d) During January 1975, and each January thereafter, the State Superintendent of Schools shall transmit to the Governor and to the General Assembly a report which includes, but is not limited to documentation indicating the progress of the State Department of Education, the local boards of education and each school in the State, toward the achievement of their respective goals and objectives and recommendations for legislation which the State Board of Education and the State Superintendent of Schools deem necessary for the improvement of the quality of education in Maryland.

(e) National standardized testing may not be used as the exclusive measure for evaluating education accountability. (1972, ch. 359; 1975, ch. 559.)

APPENDIX C SYSTEM AND SCHOOL LEVEL TABLES

FIGURE 1. SYSTEM LEVEL PROFILE -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST COMPARED TO STATEWIDE PERFORMANCE

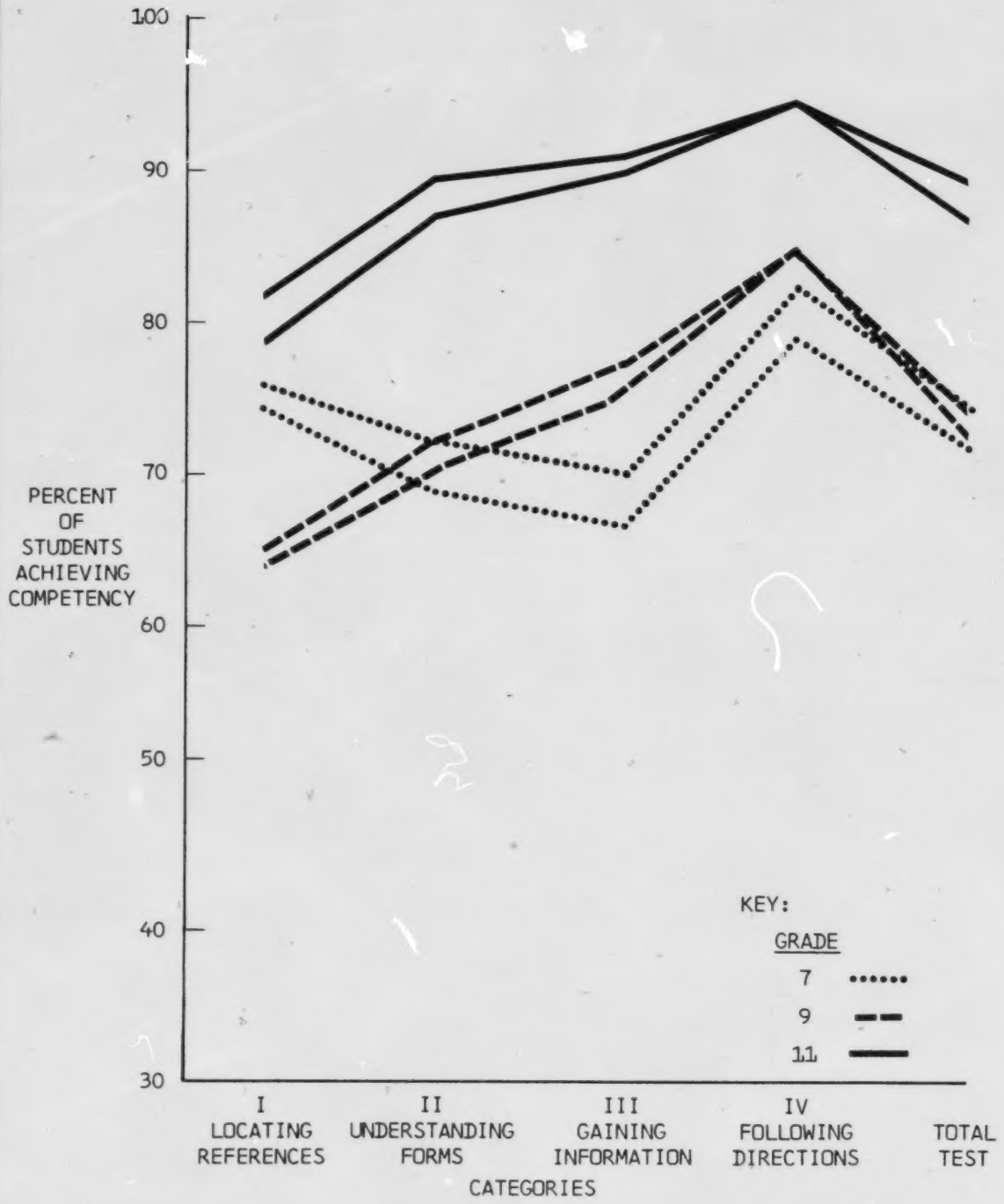
TABLE 1. SYSTEM LEVEL -- COMPARISON OF 1977-78 DATA WITH 1975-76 AND 1976-77 DATA -- NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE CATEGORIES AND ON THE TOTAL TEST.

TABLE 2. SCHOOL LEVEL -- PUBLIC SCHOOL RESOURCES PROFILE. DATA CURRENT AS OF SEPTEMBER 30, 1976.

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST.

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	913	76	865	72	841	70	998	83	889	74
Grade 9	845	63	939	70	1,006	75	1,140	85	965	72
Grade 11	986	79	1,086	87	1,111	89	1,173	94	1,086	87
1976-1977										
Grade 7	953	74	914	71	891	69	1,046	82	935	73
Grade 11	1,034	80	1,094	84	1,135	87	1,189	92	1,121	86
1975-1976										
Grade 7	1,026	77	977	73	908	68	1,103	83	1,026	77
Grade 11	875	70	967	70	986	79	1,052	84	1,000	80

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	1,202	100.0
Grade 9	1,341	99.5
Grade 11	1,248	100.0
1976-1977		
Grade 7	1,274	99.8
Grade 9		
Grade 11	1,291	97.3
1975-1976		
Grade 7	1,337	97.4
Grade 9		
Grade 11	1,254	95.6

ALLEGANY COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ALLEGANY SR	9-12	1,236	18.4	95.3	63.0	4.0	13.5	22.9	46.3
BEALL JR SR	7-12	1,233	20.2	96.9	58.0	3.0	13.1	24.0	49.2
BRADDOCK JR	7-8	676	17.3	96.4	37.0	2.0	13.4	20.5	53.8
BRUCE JR SR	7-12	737	18.9	94.7	37.0	2.0	14.7	23.5	35.9
FLINTSTONE JR SR	K-12	508	20.3	95.1	23.0	2.0	10.2	22.7	40.0
FORT HILL SR	9-12	1,466	19.5	94.8	72.0	3.0	13.4	23.0	48.0
MT SAVAGE JR SR	K-12	833	19.8	96.5	40.0	2.0	11.9	33.5	54.8
OLDTOWN JR SR	K-12	430	15.3	95.0	26.0	2.0	9.7	14.7	32.1
VALLEY JR SR	7-12	730	19.7	94.8	35.0	2.0	13.0	27.0	59.5
VOCATIONAL TECH CTR	11-12	501	14.7	94.8	32.0	2.0	10.4	23.5	41.2
WASHINGTON JR	7-8	814	18.5	95.4	42.0	2.0	13.1	17.7	47.7

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
ALLEGANY SR	9	292	68.1	69.1	73.2	84.9	73.9
	11	246	85.3	93.4	93.0	96.7	92.6
BEALL JR SR	7	168	83.3	75.0	72.6	84.5	70.5
	9	206	70.3	75.2	80.0	89.3	78.6
	11	160	82.5	88.7	92.5	93.1	90.6
BRADDOCK JH	7	297	85.8	83.1	78.1	91.5	84.5
BRUCE JR SR	7	74	79.7	71.6	71.6	82.4	75.6
	9	136	63.2	69.8	77.2	83.8	69.8
	11	100	78.0	85.0	87.0	96.0	87.0
FLINTSTONE JR SR	7	55	65.4	67.2	65.4	76.3	65.4
	9	53	66.0	71.6	73.5	86.7	79.2
	11	25	80.0	88.0	92.0	.0	88.0
FORT HILL SR	9	399	57.6	66.4	74.1	81.7	71.1
	11	268	83.2	91.0	92.9	94.4	91.4
MT SAVAGE JR SR	7	91	62.6	62.6	58.2	70.3	64.8
	9	84	66.6	67.8	80.9	86.9	77.3
	11	73	86.3	83.5	89.0	91.7	87.6
OLDTOWN JR SR	7	44	40.9	45.4	38.6	50.0	38.6
	9	30	56.6	66.6	73.3	90.0	73.3
	11	27	77.7	88.8	85.1	85.1	85.1
VALLEY JR SR	7	116	62.9	62.9	55.1	76.7	62.9
	9	141	57.4	62.4	69.5	82.9	65.9
	11	73	78.0	80.8	94.5	97.2	89.0
VOC-TECH CENTER	11	276	64.8	77.8	81.8	89.8	78.9
WASHINGTON JR	7	357	77.0	72.5	73.9	85.9	75.9

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE

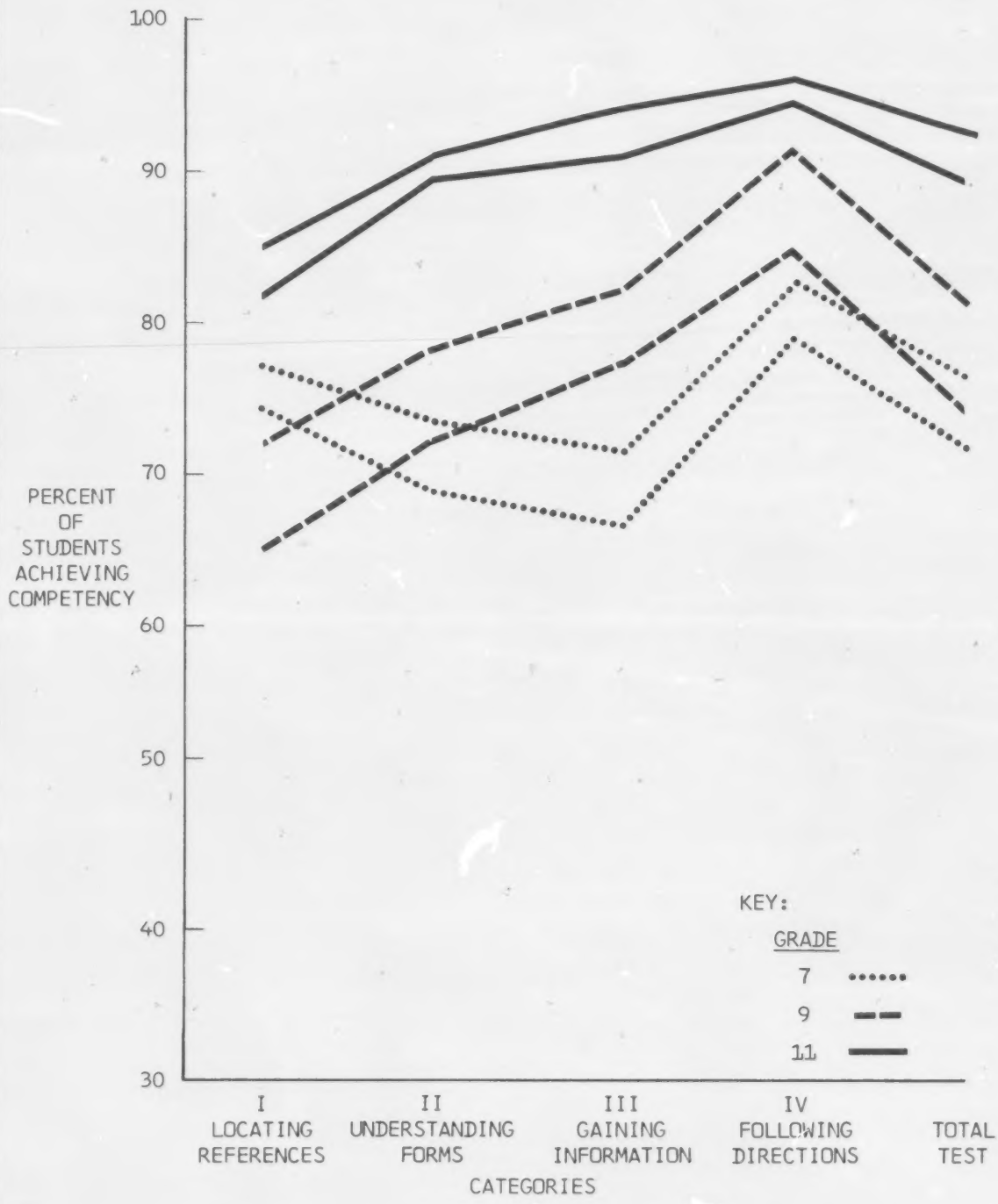


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TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	4,605	77	4,366	73	4,184	70	4,964	83	4,545	76
Grade 9	4,615	72	4,936	77	5,256	82	5,833	91	5,192	81
Grade 11	4,701	85	5,033	91	5,199	94	5,310	96	5,144	93
1976-1977										
Grade 7	4,459	72	4,247	68	4,130	66	4,987	80	4,413	71
Grade 11	4,151	78	4,525	86	4,616	87	4,823	91	4,546	86
1975-1976										
Grade 7	4,098	72	3,649	64	3,288	58	4,313	76	3,892	69
Grade 11	3,367	71	3,835	81	3,875	82	4,073	86	3,904	83

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	5,981	95.6
Grade 9	6,410	93.6
Grade 11	5,531	94.0
1976-1977		
Grade 7	6,177	92.6
Grade 9		
Grade 11	5,259	89.1
1975-1976		
Grade 7	5,684	83.5
Grade 9		
Grade 11	4,719	82.4

ANNE ARUNDEL COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ANDOVER SR	10-12	1,656	19.7	93.4	80.0	4.0	11.1	22.7	44.0
ANNAPOLIS JR	7-9	2,262	17.2	91.8	124.5	7.0	10.6	19.0	34.6
ANNAPOLIS SR	10-12	2,194	16.8	90.6	123.4	7.0	10.9	14.5	36.0
ARUNDEL JR	7-9	1,511	19.4	94.1	74.0	4.0	7.8	19.0	23.1
ARUNDEL SR	10-12	1,718	20.5	91.1	79.9	4.0	12.4	20.5	48.3
BAY VIEW MIDDLE	6-8	773	19.3	94.7	37.1	3.0	8.6	15.8	42.4
BROOKLYN PARK JR SR	7-12	1,590	17.7	91.8	86.0	4.0	11.1	18.3	40.0
CENTRAL MIDDLE	NO RESOURCE DATA AVAILABLE AS OF 9/77								
CENTRAL SR	NO RESOURCE DATA AVAILABLE AS OF 9/77								
CHESAPEAKE SR	9-11	1,328	20.1	93.6	62.0	4.0	9.1	18.7	34.8
CORKRAN JR	7-9	1,132	18.0	93.9	60.0	3.0	8.9	21.6	31.7
GLEN BURNIE SR	10-12	1,986	19.5	91.9	97.0	5.0	11.3	18.0	30.4

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
ANDOVER SR	11	488	85.0	90.3	94.2	96.9	93.0
ANNAPOLIS JR	7	388	65.7	61.3	58.2	69.5	63.4
	9	372	61.5	73.1	76.8	88.4	75.5
ANNAPOLIS SR	11	640	78.4	87.8	89.6	92.6	87.9
ARUNDEL JR	7	544	73.8	73.7	70.4	82.1	75.7
ARUNDEL SR	9	531	81.1	86.8	89.6	95.2	89.6
	11	458	89.9	95.6	96.7	97.3	95.6
BAY VIEW MIDDLE	7	214	71.9	67.2	63.0	81.7	71.0
BROOKLYN PARK JR SR	7	210	74.7	72.3	71.4	82.3	75.2
	9	276	72.8	76.0	78.6	90.5	77.1
	11	258	85.6	91.4	94.1	97.2	92.6
CENTRAL MIDDLE	7	376	77.6	69.9	71.0	82.4	75.7
CENTRAL SR	9	352	62.5	76.1	76.9	87.5	75.5
	11	265	80.0	89.8	92.8	95.4	91.3
CHESAPEAKE SR	9	487	66.3	72.6	81.5	89.7	78.4
	11	454	80.8	87.2	92.2	96.9	90.5
CORKRAN JR	7	326	78.8	73.0	71.1	85.8	77.3
	9	343	72.0	76.6	82.2	89.2	80.7
GLEN BURNIE SR	11	591	86.9	91.2	95.0	96.2	93.7

ANNE ARUNDEL COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
GEORGE FOX MIDDLE	6-8	1,040	17.2	93.5	57.4	3.0	8.9	23.3	33.1
LINDALE JR	7-9	1,540	18.4	95.1	79.8	4.0	8.0	17.9	29.8
MACARTHUR JR	7-9	1,912	18.7	94.6	98.0	4.0	7.2	20.8	25.5
MAGOTHY RIVER MIDDLE	6-8	961	16.9	96.2	54.0	3.0	7.9	21.0	36.8
MARLEY JR	7-9	1,183	18.2	92.4	62.0	3.0	9.3	22.8	21.5
MEADE SR	10-11	945	17.3	93.1	50.6	4.0	9.4	22.7	43.2
NORTHEAST SR	9-12	1,943	19.4	92.1	95.0	5.0	8.8	14.4	36.9
OLD MILL MIDDLE NORTH	6-8	1,140	18.1	94.7	60.0	3.0	8.0	12.6	36.5
OLD MILL MIDDLE SOUTH	6-8	996	18.4	94.4	51.0	3.0	6.9	11.0	27.8
OLD MILL SR	9-12	2,403	19.9	91.5	114.7	6.0	8.1	15.7	29.0
SEVERNA PARK JR	7-9	1,131	17.8	96.6	60.6	3.0	10.1	14.7	37.7
SEVERNA PARK SR	10-12	2,489	21.1	93.5	113.0	5.0	11.2	12.2	51.7
SEVERN RIVER JR	7-9	938	18.9	94.4	46.6	3.0	8.1	16.3	22.2

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
GEORGE FOX MIDDLE	7	291	64.6	62.8	59.7	76.6	65.2
LINDALE JR	7	437	76.6	69.5	67.5	81.0	74.5
	9	506	70.3	76.6	83.9	92.2	81.2
MACARTHUR JR	7	636	76.7	73.5	72.4	83.3	75.9
MAGOTHY RIVER MIDDLE	7	339	86.4	82.5	80.8	91.4	85.2
MARLEY JR	7	332	72.2	66.2	66.2	77.7	69.5
	9	368	67.9	75.5	80.1	88.3	80.7
MEADE SR	9	635	72.2	75.7	81.5	90.2	80.4
	11	500	89.8	91.6	94.2	97.0	94.6
NORTHEAST SR	9	446	61.4	63.9	71.5	80.9	69.5
	11	299	78.2	90.9	92.9	92.9	89.2
OLD MILL MIDDLE NORTH	7	373	83.9	76.6	79.0	91.9	83.3
OLD MILL MIDDLE SOUTH	7	243	79.0	79.0	74.0	89.7	81.4
OLD MILL SR	9	635	75.4	81.5	86.2	93.7	84.8
	11	520	89.8	96.1	96.5	98.4	97.1
SEVERNA PARK JR	7	325	92.3	87.6	82.4	94.1	91.0
	9	357	85.7	87.6	93.8	96.6	92.1
SEVERNA PARK SR	11	754	90.0	94.5	95.6	97.7	94.9
SEVERN RIVER JR	7	147	89.1	82.3	79.5	95.9	88.4
	9	529	83.1	85.4	88.8	96.0	89.4

ANNE ARUNDEL COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

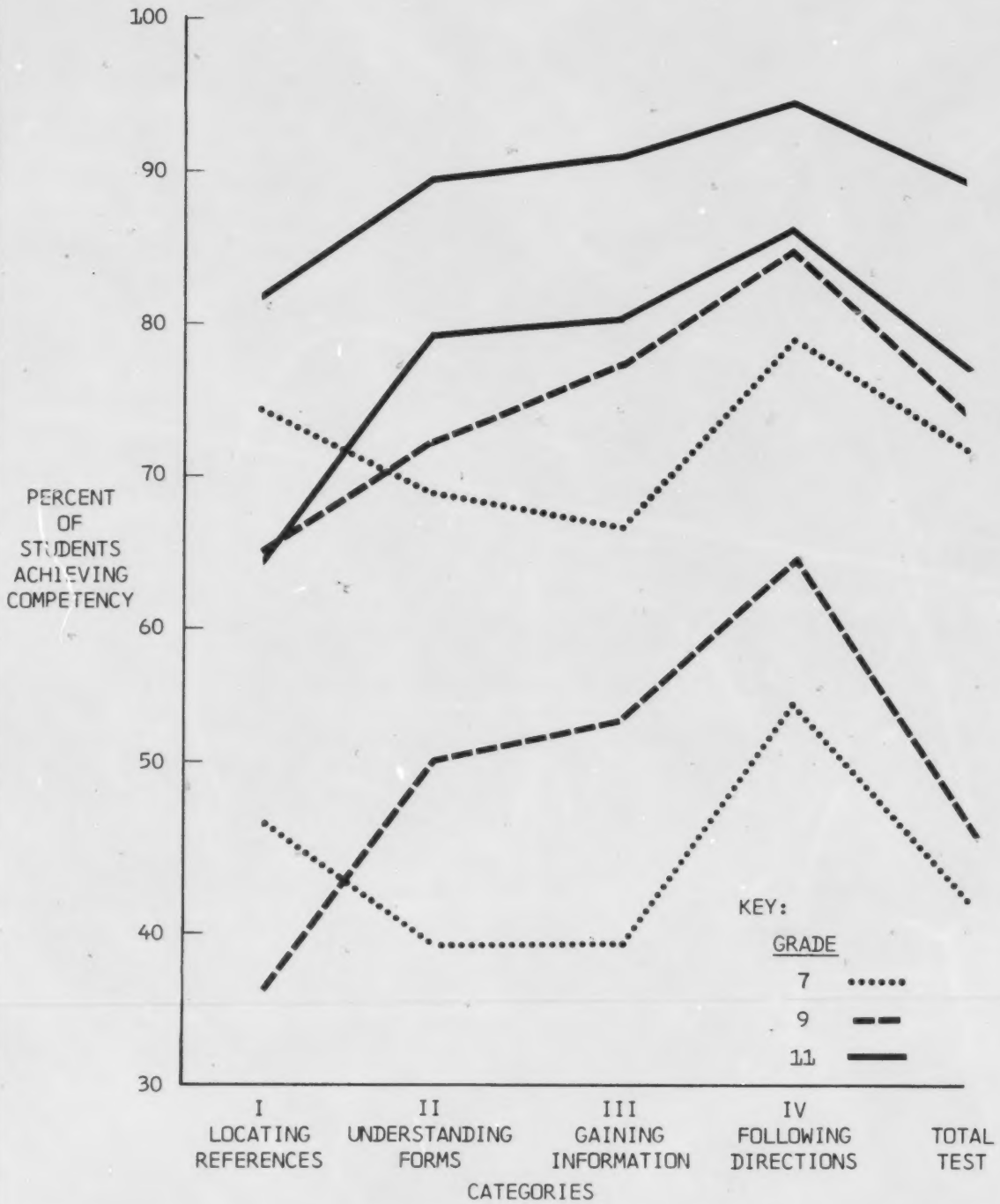
SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
SOUTHERN MIDDLE	6-8	734	17.1	95.0	41.0	2.0	8.7	12.9	32.5
SOUTHERN SR	9-12	2,062	18.6	92.6	106.0	5.0	10.7	14.8	32.4
WILEY H BATES JR	7-9	958	15.7	91.9	58.0	3.0	8.6	13.5	29.5
WINDMILL POINT MIDDLE	6-8	718	17.9	95.9	37.0	3.0	7.6	14.5	35.0

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
SOUTHERN MIDDLE	7	277	75.8	67.1	62.0	80.1	71.4
SOUTHERN SR	9	289	65.7	70.9	78.2	86.1	76.1
	11	304	74.3	80.2	86.1	93.4	83.5
WILEY H BATES JR	7	300	70.6	76.0	66.6	77.6	75.0
	9	284	67.6	73.9	78.5	86.9	77.8
WINDMILL POINT MIDDLE	7	223	75.7	73.5	70.8	82.0	74.8

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	5,110	47	4,240	39	4,240	39	5,980	55	4,567	42
Grade 9	3,558	36	4,941	50	5,337	54	6,325	64	4,645	47
Grade 11	4,713	64	5,818	79	5,892	80	6,334	86	5,671	77
1976-1977										
Grade 7	5,404	46	4,797	41	4,755	41	6,337	54	4,945	42
Grade 11	4,949	63	5,961	76	6,226	79	6,573	83	5,897	75
1975-1976										
Grade 7	5,019	43	3,982	35	3,320	29	5,134	44	4,153	36
Grade 11	3,609	48	4,754	63	4,716	63	4,942	66	4,512	60

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	10,873	80.3
Grade 9	9,883	84.9
Grade 11	7,365	73.1
1976-1977		
Grade 7	11,544	78.0
Grade 9		
Grade 11	7,842	80.0
1975-1976		
Grade 7	11,558	75.9
Grade 9		
Grade 11	7,525	77.9

BALTIMORE CITY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ARMISTEAD GARDENS EL	K-7	519	16.2	93.0	30.0	2.0	11.3	25.9	12.5
BALTIMORE CITY COLLEGE	10-12	712	14.8	75.8	46.0	2.0	14.8	14.9	41.7
BALTIMORE POLYTECHNIC INST	9-12	2,253	21.9	96.1	100.0	3.0	16.5	24.3	35.9
BENJAMIN FRANKLIN JR	7-9	1,046	19.4	86.3	50.5	3.5	11.4	22.5	30.5
BOOKER T WASHINGTON	709	1,275	19.0	84.3	63.0	4.0	10.8	17.3	25.4
CANTON ELEMENTARY JR	K-9	1,922	17.3	85.5	106.2	5.0	8.5	23.7	18.2
CALVERTON JR	7-9	2,037	16.8	83.6	117.0	4.5	9.9	18.4	25.9
CARVER VOC-TECH	10-12	1,433	12.9	88.6	107.7	3.0	11.5	22.7	18.1
CHERRY HILL JR	7-9	1,090	16.3	88.8	64.0	3.0	10.7	12.2	25.4
CHINQUAPIN MIDDLE	6-8	1,363	15.7	92.9	83.0	4.0	8.0	19.0	27.6
CLIFTON PARK JR	7-9	1,113	16.1	87.1	65.0	4.0	10.4	24.2	26.1
DIGGS-JOHNSON JR	7-9	[illegible]	17.0	80.2	25.0	2.0	10.1	21.1	7.4

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
ARMISTEAD GARDENS EL	7	46	52.1	45.6	47.8	56.5	50.0
BALT CITY COLLEGE	11	121	23.1	47.1	50.8	52.0	39.6
BALT POLYTECHNIC INS	9	411	85.6	93.9	94.4	94.6	92.9
	11	524	87.7	93.3	94.2	95.8	93.7
BENJAMIN FRANKLIN JR	7	280	47.8	44.2	44.6	57.1	47.1
	9	230	36.5	46.9	51.7	65.6	47.3
BOOKER T WASHINGTON	7	359	40.9	36.7	35.6	47.9	37.0
	9	299	26.0	33.7	43.1	53.5	37.4
CANTON ELEM JR	7	243	44.0	42.7	40.3	50.6	42.3
	9	488	44.4	61.8	65.9	78.2	60.2
CALVERTON JR	7	514	46.3	41.8	35.4	53.8	41.0
	9	348	26.7	45.6	58.3	70.4	46.2
CARVER VOC-TECH	11	472	67.1	77.1	79.4	83.0	77.9
CHERRY HILL JR	7	262	50.3	33.2	28.2	46.1	34.7
	9	241	38.1	44.3	41.9	53.1	43.9
CHINQUAPIN MIDDLE	7	403	68.9	64.7	64.2	81.1	68.9
CLIFTON PARK JR	7	264	29.9	25.0	25.0	39.0	25.3
	9	237	16.8	36.7	43.0	50.2	27.4
DIGGS-JOHNSON JR	7	143	39.8	34.2	36.3	48.9	32.8
	9	125	20.0	24.8	34.4	52.0	27.2

BALTIMORE CITY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
EASTERN SR	9-12	1,086	17.0	82.1	61.0	3.0	12.2	18.1	28.1
EDMONSON SR	10-12	1,306	15.9	83.9	79.0	3.0	11.3	21.4	25.6
FAIRMOUNT HILL VOC	10-12	325	9.0	82.5	34.0	2.0	9.1	28.3	16.7
FALLSTAFF MIDDLE	6-8	749	15.1	93.1	47.6	2.0	8.8	26.5	24.2
FRANCIS SCOTT KEY ELEM	K-9	1,203	18.5	84.6	62.0	3.0	11.1	23.7	30.8
FREDERICK DOUGLASS SR	10-12	1,414	15.5	78.2	88.0	3.0	15.7	24.5	35.2
FOREST PARK SR	9-12	1,329	14.8	85.2	87.0	3.0	11.1	21.5	30.0
GARRISON JR	7-9	1,623	17.3	90.2	90.0	4.0	10.6	22.1	19.1
GREENSPRING JR	7-9	2,243	18.7	87.8	116.0	4.0	9.3	20.4	22.5
GWYNNS FALLS ELEM	K-7	545	19.5	94.9	26.0	2.0	13.3	31.0	28.6
GWYNNS FALLS PARK JR	7-9	1,492	17.3	84.0	82.0	4.0	8.6	18.5	24.4
HAMILTON JR	7-9	1,539	18.8	85.6	78.0	4.0	12.1	28.2	23.2
HAMPSTEAD HILL JR	7-9	2,561	20.7	80.3	119.0	5.0	10.3	18.4	23.4

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
EASTERN SR	11	168	53.5	74.4	79.1	86.9	72.0
EDMONDSON SR	11	335	65.9	74.0	72.8	82.9	73.4
FAIRMONT HILL VOC	9	39	5.1	15.3	17.9	20.5	10.2
	11	74	20.2	36.4	36.4	50.0	31.0
FALLSTAFF MIDDLE	7	202	76.2	67.8	70.2	80.1	74.2
FRANCIS SCOTT KEY EL	7	223	52.4	40.3	43.4	61.4	47.9
	9	227	36.1	55.0	49.7	60.3	45.3
FREDERICK DOUGLASS SR	11	328	58.2	81.0	80.4	88.4	78.0
FOREST PARK SR	11	310	59.0	75.4	75.8	81.6	70.9
GARRISON JR	7	445	47.6	36.6	39.7	57.3	42.0
	9	382	33.7	49.4	58.6	65.4	49.7
GREENSPRING JR	7	637	43.6	31.3	31.3	48.9	33.2
	9	549	27.3	38.6	38.4	50.6	34.4
GWYNNS FALLS ELEM	7	62	64.5	58.0	54.8	69.3	56.4
GWYNNS FALLS PARK JR	7	347	39.4	33.1	35.1	48.9	34.0
	9	319	30.0	47.0	51.0	63.9	43.2
HAMILTON JR	7	316	49.5	48.4	47.4	62.0	51.2
	9	345	36.5	55.6	60.2	71.0	54.2
HAMPSTEAD HILL JR	7	748	44.9	38.6	35.8	54.9	40.2
	9	555	25.4	45.9	50.8	64.6	43.0

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
HARLEM PARK JR	7-9	2,311	18.6	79.1	119.0	5.0	9.8	21.7	18.5
HAZELWOOD ELEM	K-7	510	21.3	94.4	22.0	2.0	8.6	30.0	25.0
HERRING RUN JR	7-9	2,791	18.4	87.7	146.0	5.5	8.3	19.5	21.5
HOUSTON WOODS JR SR	7-12	1,247	14.7	80.4	82.1	3.0	11.1	21.3	16.5
IRVINGTON ELEM	K-7	464	17.2	93.8	26.0	1.0	8.5	38.8	18.5
LAKE CLIFTON SR	10-12	2,202	15.0	82.6	143.0	4.0	9.3	22.7	21.1
LAWRENCE G PAQUIN JR	NO RESOURCE DATA AVAILABLE AS OF 9/77								
LOMBARD JR	7-9	1,296	15.8	81.6	77.0	5.0	7.9	18.2	18.3
MERGENTHALER VOC-TECH	11-12	2,073	13.9	89.4	144.5	4.0	12.5	22.7	20.5
MT ROYAL ELEM	K-7	495	13.7	94.2	34.0	2.0	10.3	24.7	16.7
NORTHEAST MIDDLE	NO RESOURCE DATA AVAILABLE AS OF 9/77								
NORTHERN PARKWAY JR	7-9	2,328	19.5	86.1	115.0	4.5	9.3	21.8	20.5

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
HARLEM PARK JR	7	583	31.9	25.9	26.0	43.2	27.1
	9	351	25.9	39.0	40.7	50.1	34.4
HAZELWOOD ELEM	7	46	82.6	71.7	71.7	80.4	76.0
HERRING RUN JR	7	486	41.7	27.3	31.0	45.2	29.8
	9	675	40.0	55.8	55.2	69.7	51.1
HOUSTON WOODS JR SR	7	264	37.8	32.5	28.4	50.7	34.4
	9	225	26.6	28.4	38.2	49.7	33.3
	11	65	41.5	58.4	60.0	75.3	56.9
IRVINGTON ELEMENTARY	7	44	47.7	40.9	36.3	56.8	47.7
LAKE CLIFTON SR	11	497	64.1	78.4	81.6	85.9	77.2
LAWRENCE G PAQUIN JR	9	23	17.3	39.1	43.4	52.1	34.7
	11	38	57.8	73.6	78.9	81.5	76.3
LOMBARD JR	7	312	39.4	33.6	32.6	45.1	33.9
	9	223	23.3	39.4	41.2	57.3	29.5
MERGENTHALER VOC-TEC	11	619	66.2	82.7	84.6	87.7	80.1
MT ROYAL ELEM	7	55	61.8	67.2	54.5	70.9	61.8
NORTHEAST MIDDLE	7	2 2	74.2	67.6	65.8	79.0	71.3
NORTHERN PARKWAY JR	7	575	52.1	46.2	40.8	54.0	45.5
	9	584	42.2	53.4	60.6	68.6	51.8

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
NORTHERN SR	9-12	2,729	21.1	87.9	124.0	5.0	13.5	23.3	37.2
NORTHWESTERN SR	9-12	2,163	16.7	84.3	124.1	5.0	11.3	17.9	27.1
PATTERSON SR	10-12	2,985	20.0	83.8	143.5	6.0	12.3	24.0	32.8
PAUL LAURENCE DUNBAR	9-12	1,270	11.9	86.2	103.0	4.0	9.5	24.7	22.4
PIMLICO JR	7-9	2,177	18.4	89.4	113.0	5.0	8.9	26.1	24.6
ROBERT POOLE ELEM JR	K-9	1,844	16.6	81.1	106.0	5.0	9.6	18.9	21.6
ROCK GLEN JR	7-9	2,465	19.1	84.1	124.0	5.0	11.7	22.2	21.7
ROLAND PARK ELEM JR	K-9	1,105	15.6	84.6	66.8	4.0	9.6	15.7	21.2
SAMUEL GOMPERS JR SR	9-12	352	9.6	80.2	34.6	2.0	9.8	20.8	18.0
SOUTHEAST MIDDLE	6-7	511	17.0	89.6	28.0	2.0	9.2	23.5	23.3
SOUTHERN SR	10-12	1,966	18.4	84.3	102.6	4.0	13.9	16.7	32.5

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
NORTHERN SR	9	445	38.6	48.5	48.9	53.7	42.4
	11	694	67.5	82.8	83.5	90.0	83.2
NORTHWESTERN SR	9	202	28.2	52.4	59.9	67.8	48.5
	11	286	54.8	72.7	76.9	80.4	69.5
PATTERSON SR	11	576	60.0	77.6	78.1	83.6	74.4
PAUL LAWRENCE DUNBAR	9	41	56.0	78.0	87.8	92.6	82.9
	11	353	55.2	71.3	72.5	83.0	68.5
PIMLICO JR	9	537	29.7	44.1	50.2	63.6	41.5
	7	594	50.8	44.1	38.3	57.2	44.7
ROBERT POOLE ELEM JR	7	409	44.9	35.9	37.6	53.0	38.8
	9	280	33.5	44.6	52.1	66.4	45.3
ROCK GLEN JR	7	663	40.5	31.9	38.3	51.7	38.4
	9	484	21.0	44.0	50.4	58.6	38.6
ROLAND PARK ELEM JR	7	179	46.9	39.1	34.6	55.3	40.7
	9	214	35.5	47.6	49.0	63.0	45.7
SAMUEL GOMPERS JR SR	9	30	6.6	20.0	23.3	26.6	16.6
	11	44	13.6	15.9	20.4	22.7	18.1
SOUTHEAST MIDDLE	7	220	55.0	39.0	42.7	60.4	45.8
SOUTHERN SR	11	454	66.5	77.7	79.5	88.7	77.0

BALTIMORE CITY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

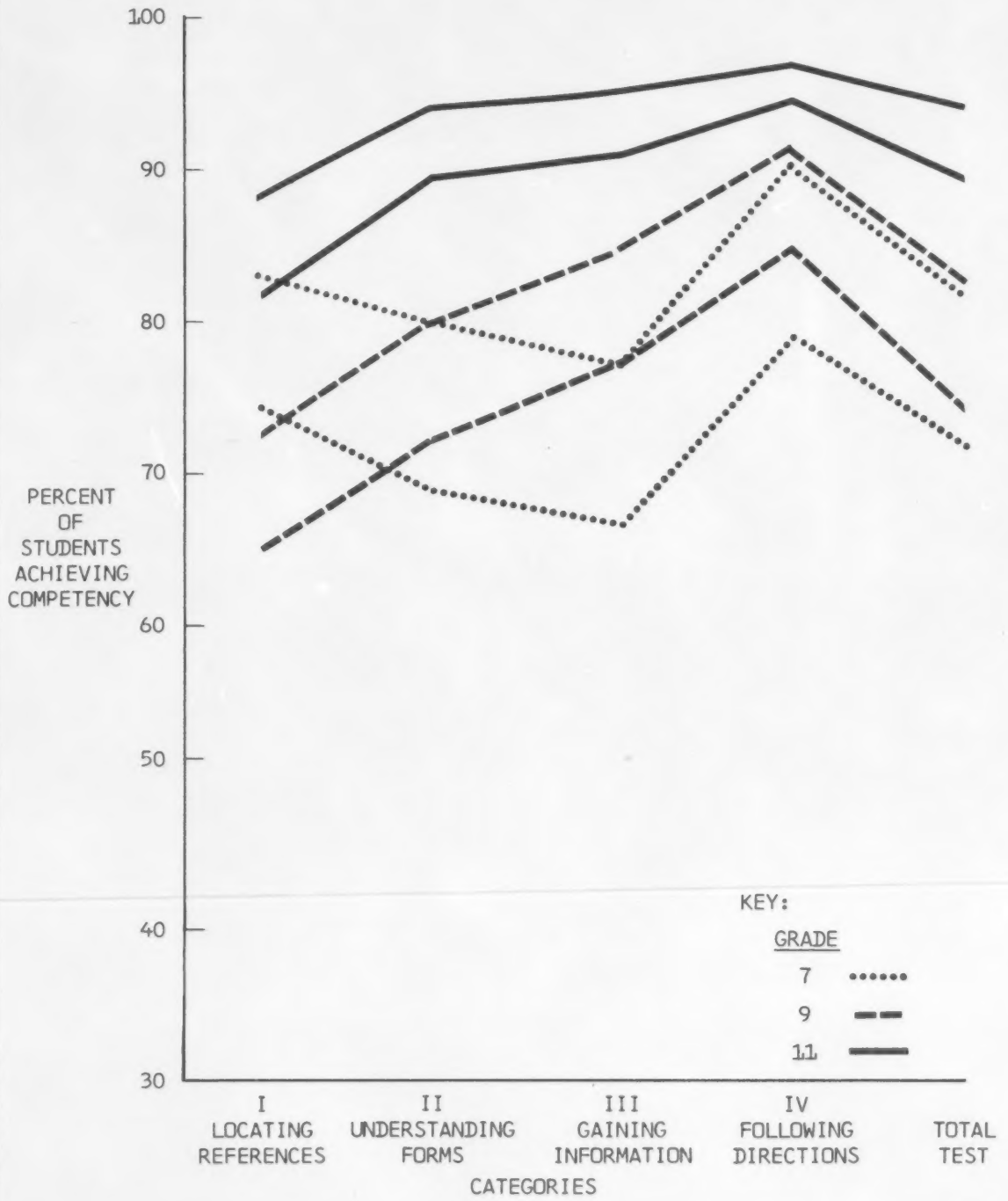
SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
SOUTHWESTERN SR	10-12	2,016	17.5	82.2	111.0	4.0	10.2	20.7	26.1
WALBROOK SR	10-12	2,082	17.2	79.8	116.0	5.0	10.9	23.8	24.8
WESTERN SR	9-12	2,053	19.8	94.2	99.8	4.0	14.4	29.7	42.4
WILLIAM H LEMMEL JR	7-9	2,098	18.7	83.2	107.0	5.0	10.4	22.2	24.1
WINSTON MIDDLE	6-7	662	17.4	92.6	36.0	2.0	8.8	18.8	31.6

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
SOUTHWESTERN SR	11	420	44.0	66.6	68.0	75.4	60.2
WALBROOK SR	9	45	48.8	57.7	73.3	84.4	60.0
	11	387	57.8	79.0	82.4	89.9	79.0
WESTERN SR	9	317	91.4	97.4	99.0	99.3	99.0
	11	600	90.5	97.3	98.6	99.6	98.5
WILLIAM H LEMMEL JR	7	420	37.6	21.9	27.3	39.7	27.6
	9	412	22.8	34.2	38.5	50.0	31.0
WINSTON MIDDLE	7	257	70.8	65.7	61.4	78.2	67.7

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	7,384	83	7,117	80	6,850	77	7,917	89	7,295	82
Grade 9	7,225	73	7,918	80	8,412	85	9,006	91	8,214	83
Grade 11	8,313	88	8,880	94	8,975	95	9,163	97	8,880	94
1976-1977										
Grade 7	7,584	79	7,217	76	7,089	74	8,270	87	7,569	79
Grade 11	7,963	85	8,623	92	8,716	93	8,939	95	8,640	92
1975-1976										
Grade 7	7,818	80	7,217	74	6,657	68	8,210	84	7,611	78
Grade 11	7,032	77	7,827	86	7,998	88	8,216	90	7,982	88

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	8,896	98.7
Grade 9	9,897	97.4
Grade 11	9,447	96.1
1976-1977		
Grade 7	9,490	95.4
Grade 9		
Grade 11	9,347	92.4
1975-1976		
Grade 7	9,792	96.5
Grade 9		
Grade 11	9,122	91.1

BALTIMORE COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ARBUTUS JR	7-9	909	15.4	84.8	56.0	3.0	10.8	20.3	53.5
CATONSVILLE JR	7-9	1,175	16.3	95.0	69.0	3.0	10.4	23.0	44.4
CATONSVILLE SR	10-12	1,416	16.7	94.3	80.7	4.0	14.8	21.0	66.1
CHESAPEAKE SR	NO RESOURCE DATA AVAILABLE AS OF 9/77								
COCKEYSVILLE JR SR	7-10	1,292	15.5	95.0	80.2	3.0	9.5	21.3	40.4
DEEP CREEK JR	7-10	1,533	17.2	93.5	86.0	3.0	9.3	19.4	31.5
DEER PARK JR	6-9	1,205	15.9	95.6	73.0	3.0	8.6	21.3	40.8
DULANEY SR	10-12	1,747	17.5	96.1	95.8	4.0	14.3	22.0	62.7
DUNDALK JR	7-9	902	16.5	94.3	51.5	3.0	9.7	20.3	38.5
DUNDALK SR	10-12	1,807	17.4	92.4	100.0	4.0	13.5	28.9	41.3
DUNBARTON JR	7-9	965	16.0	95.9	57.4	3.0	10.5	20.5	41.4
EASTERN VOC TECH	10-12	854	13.2	97.6	61.6	3.0	13.3	23.7	57.3

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
ARBUTUS JR	7	255	84.3	82.3	81.1	92.5	85.4
	9	314	66.5	75.7	83.7	87.5	79.9
CATONSVILLE JR	7	343	77.8	76.9	71.1	84.2	77.8
	9	350	73.1	77.4	85.1	90.5	83.4
CATONSVILLE SR	11	395	84.3	93.1	94.1	94.4	92.1
CHESAPEAKE SR	11	292	79.4	88.6	89.7	92.8	87.6
COCKEYSVILLE JR SR	7	327	88.3	87.4	82.2	92.3	88.0
	9	310	81.9	86.1	91.6	95.1	89.3
DEEP CREEK JR	7	365	67.9	68.2	64.1	82.4	70.6
	9	378	63.2	77.7	78.3	87.5	75.9
DEER PARK JR	7	323	86.0	80.4	81.7	90.7	83.9
	9	339	77.5	86.4	88.2	93.8	87.9
DULANEY SR	11	653	91.4	96.0	95.5	96.9	95.0
DUNDALK JR	7	227	77.5	70.4	65.6	87.2	75.3
	9	288	78.4	81.5	86.4	93.7	87.1
DUNDALK SR	11	487	88.2	94.0	95.2	97.9	95.6
DUMBARTON JR	7	302	85.4	84.7	84.4	93.3	88.0
	9	260	84.6	91.1	93.4	96.9	94.6
EASTERN VOC TECH	11	285	90.1	97.8	96.4	98.2	96.8

BALTIMORE COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
FRANKLIN JR	7-9	1,291	17.6	95.0	70.3	3.0	11.0	26.3	37.9
FRANKLIN SR	10-12	1,355	17.3	93.2	74.5	4.0	15.2	19.3	61.1
GENERAL JOHN STRICKER JR	7-9	1,393	17.0	95.3	79.0	3.0	8.5	19.4	42.7
GOLDEN RING JR	7-9	1,210	17.0	95.8	68.0	3.0	10.9	21.0	39.4
HEREFORD JR SR	7-12	1,623	17.5	94.9	89.0	4.0	12.3	19.6	51.6
HOLABIRD JR	7-9	1,105	15.7	94.2	67.5	3.0	9.1	21.5	35.5
JOHNNYCAKE JR	7-9	1,262	16.8	95.4	72.0	3.0	9.5	28.7	37.3
KENWOOD SR	10-12	2,372	18.8	92.2	122.0	4.0	12.0	23.6	49.2
LANSDOWNE MIDDLE	6-8	1,043	16.3	94.2	61.0	3.0	9.2	18.5	45.3
LANSDOWNE SR	9-12	2,102	18.0	92.3	113.0	4.0	11.7	22.8	48.7
LOCH RAVEN JR	7-9	979	15.8	96.1	59.0	3.0	13.5	28.1	56.6

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
FRANKLIN JR	7	397	80.6	76.3	73.5	87.1	79.3
	9	423	78.9	84.3	87.9	94.0	89.1
FRANKLIN SR	11	407	89.6	93.3	93.6	96.8	93.6
GENERAL JOHN STRICKER	7	269	86.2	81.4	76.5	91.4	85.1
	9	260	74.2	82.3	84.2	94.6	85.3
GOLDEN RING JR	7	371	82.2	77.8	76.5	89.2	81.6
	9	411	76.6	83.4	90.5	92.2	85.6
HEREFORD JR SR	7	242	85.5	85.9	79.3	92.5	88.0
	9	279	84.5	88.1	91.7	96.7	90.6
	11	248	95.9	95.1	95.5	99.1	96.3
HOLABIRD JR	7	329	79.6	75.0	69.6	85.1	79.3
	9	362	71.5	79.8	81.2	93.6	79.8
JOHNNYCAKE JR	7	381	82.6	76.1	76.6	88.4	81.1
	9	381	64.0	74.2	78.4	86.8	76.1
KENWOOD SR	11	526	85.3	90.8	93.3	96.5	94.6
LANSDOWNE MIDDLE	7	301	77.7	80.3	77.7	86.3	81.3
LANSDOWNE SR	9	370	59.1	70.5	74.0	84.5	71.6
	11	529	89.7	96.2	98.1	97.3	96.2
LOCH RAVEN JR	7	298	90.2	88.2	84.5	95.3	91.6
	9	311	79.4	85.2	91.6	94.8	90.8

BALTIMORE COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
LOCH RAVEN SR	10-12	1,469	16.9	95.8	83.0	4.0	13.0	21.1	63.2
MIDDLE RIVER JR	7-9	1,389	17.1	93.4	78.0	3.0	9.6	22.4	33.3
MILFORD MILL SR	10-12	1,292	16.3	93.5	75.0	4.0	12.9	21.5	64.5
NORTH POINT JR	7-9	1,077	16.1	94.6	64.0	3.0	8.4	23.5	35.8
OLD COURT JR	7-9	1,148	15.9	94.7	69.0	3.0	10.6	19.5	38.9
OVERLEA SR	10-12	1,914	17.5	93.2	105.5	4.0	11.9	24.3	47.7
PARKVILLE JR	7-9	1,118	16.7	96.3	64.0	3.0	11.4	27.0	35.8
PARKVILLE SR	10-12	1,706	16.7	94.8	98.0	4.0	13.6	27.0	62.3
PATAPSCO SR	10-12	1,993	17.5	92.7	110.0	4.0	10.1	23.1	43.0
PERRY HALL JR	7-9	1,203	15.9	97.1	72.5	3.0	12.0	18.3	35.8
PERRY HALL SR	10-12	1,915	17.0	94.8	108.5	4.0	12.3	25.1	48.4
PIKESVILLE JR	7-9	1,086	16.2	94.1	63.9	3.0	10.2	23.9	48.6

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
LOCH RAVEN SR	11	498	92.9	94.9	95.7	98.1	96.5
MIDDLE RIVER JR	7	428	70.0	66.5	66.3	79.?	66.8
	9	477	62.4	72.7	75.4	82.5	72.9
MILFORD MILL SR	9	292	60.6	71.2	79.1	84.9	73.9
	11	363	85.1	92.0	95.8	9?.5	94.2
NORTH POINT JR	7	321	80.0	76.3	74.4	89.7	79.4
	9	384	69.7	78.9	83.5	91.6	79.6
OLD COURT JR	7	385	88.3	84.1	81.2	93.2	87.0
	9	345	78.5	84.6	90.4	93.3	87.5
OVERLEA SR	11	574	82.7	92.3	92.6	95.2	91.6
PARKVILLE JR	7	297	87.3	84.5	84.8	93.2	88.2
	9	400	77.2	82.5	88.2	93.5	86.0
PARKVILLE SR	11	492	90.6	96.5	97.7	96.9	96.7
PATAPSCO SR	11	593	86.1	91.5	93.7	97.1	92.5
PERRY HALL JR	7	344	87.5	88.9	82.5	94.7	89.5
	9	446	80.2	83.6	91.2	94.3	89.2
PERRY HALL SR	11	603	84.0	89.2	90.8	94.5	89.8
PIKESVILLE JR	7	308	90.2	88.3	83.4	94.4	89.2
	9	425	80.0	84.9	89.4	93.4	88.2

BALTIMORE COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

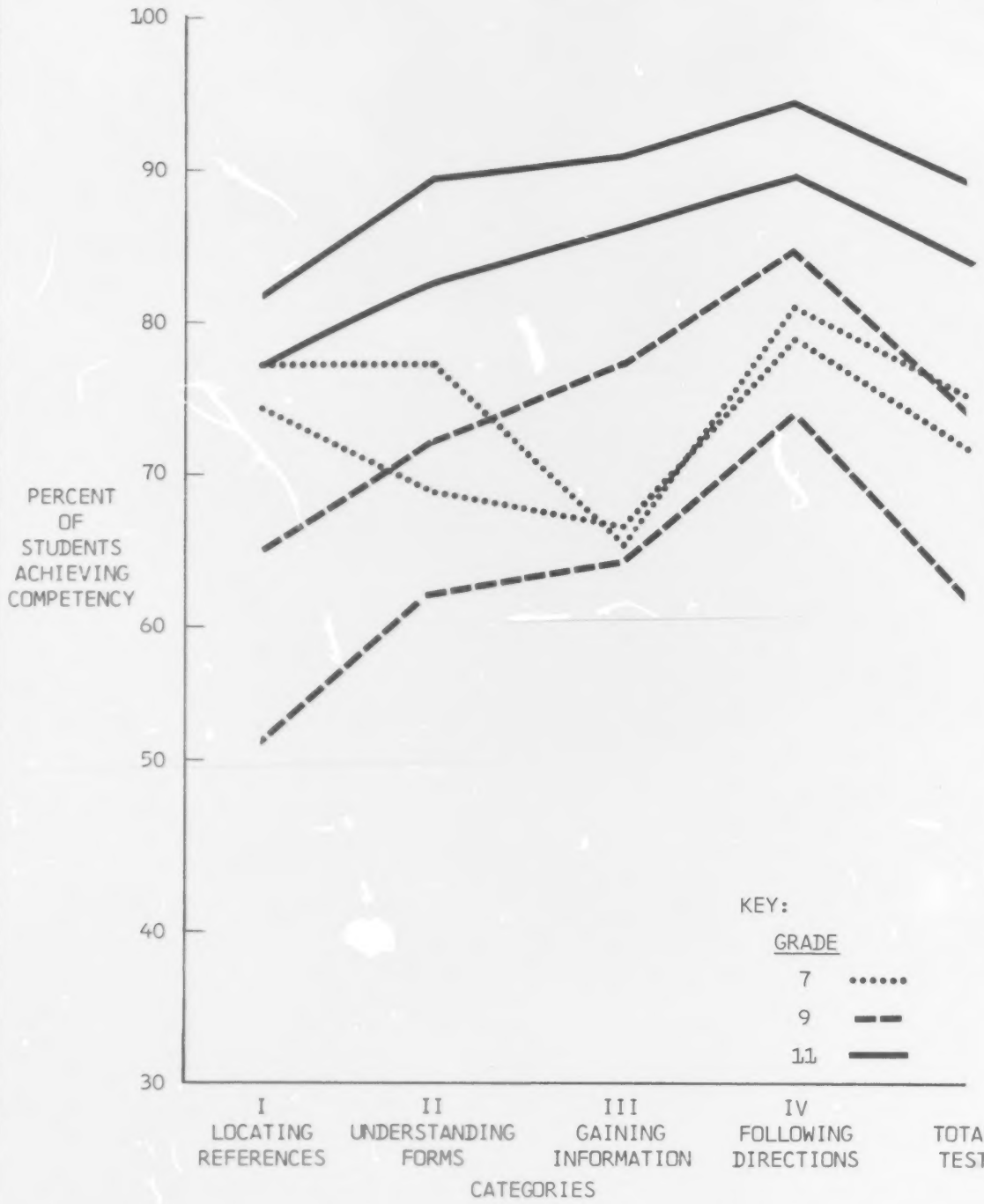
SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
PIKESVILLE SR	10-12	1,409	16.9	92.4	79.2	4.0	12.2	23.5	66.1
PINE GROVE JR	7-9	1,107	16.8	96.3	63.0	3.0	9.5	18.1	43.9
RANDALLSTOWN SR	10-12	1,769	18.5	93.6	91.5	4.0	12.6	22.3	63.3
RIDGELY JR	7-9	1,234	16.1	97.3	73.7	3.0	12.4	23.0	40.4
SPARROWS POINT SR	9-12	1,314	16.4	94.0	76.0	4.0	9.4	19.5	47.5
STEMMERS RUN JR	7-9	1,447	17.4	94.0	80.0	3.0	9.6	21.6	36.1
SUDBROOK MIDDLE	6-9	1,083	16.2	95.2	64.0	3.0	10.9	21.5	43.3
TOWSON SR	10-12	1,728	17.9	94.2	92.6	4.0	14.1	22.5	60.7
TOWSONTOWN JR	7-9	950	15.8	96.8	57.0	3.0	12.4	24.0	50.0
WOODLAWN JR	7-9	1,115	15.8	95.2	67.5	3.0	8.7	17.3	41.1
WOODLAWN SR	10-12	2,062	18.5	91.1	107.5	4.0	13.8	25.4	52.9

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
PIKESVILLE SR	11	403	92.6	96.5	97.6	98.7	97.1
PINE GROVE JR	7	333	86.4	81.3	78.9	90.0	83.7
	9	329	73.5	78.4	86.0	92.7	83.8
RANDALLSTOWN SR	11	567	91.1	94.5	95.9	98.0	95.7
RIDGELY JR	7	308	96.4	92.8	92.2	96.4	95.7
	9	384	85.4	90.3	96.3	97.3	93.2
SPARROWS POINT SR	7	139	90.6	81.2	83.4	91.3	87.7
	9	329	47.4	60.1	66.5	78.7	60.7
	11	319	81.5	90.2	90.5	94.0	89.3
STEMMERS RUN JR	7	449	71.7	65.0	66.5	81.7	69.7
	9	423	59.1	75.1	78.0	85.5	75.8
SUDBROOK MIDDLE	7	2[illegible]	76.6	76.2	69.6	85.6	77.4
TOWSON SR	11	498	93.3	98.3	98.7	99.1	98.3
TOWSONTOWN JR	7	259	96.5	93.4	91.8	98.4	96.5
	9	307	85.3	90.5	94.7	97.0	93.1
WOODLAWN JR	7	351	78.3	76.6	70.0	87.1	78.3
	9	246	60.5	69.5	80.4	89.4	76.0
WOODLAWN SR	9	74	81.0	78.3	86.4	93.2	83.7
	11	655	87.1	92.0	95.1	96.3	93.1

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	424	77	424	77	358	65	446	81	413	75
Grade 9	346	51	420	62	435	64	502	74	421	62
Grade 11	378	77	407	83	422	86	437	89	412	84
1976-1977										
Grade 7	425	74	406	71	346	60	450	78	401	72
Grade 11	320	74	351	81	350	81	374	86	350	81
1975-1976										
Grade 7	267	49	238	43	190	35	278	51	240	44
Grade 11	225	50	253	57	268	60	298	67	265	59

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	551	95.6
Grade 9	679	91.5
Grade 11	491	94.9
1976-1977		
Grade 7	626	100.0
Grade 9		
Grade 11	431	96.4
1975-1976		
Grade 7	550	99.1
Grade 9		
Grade 11	448	95.9

CALVERT COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

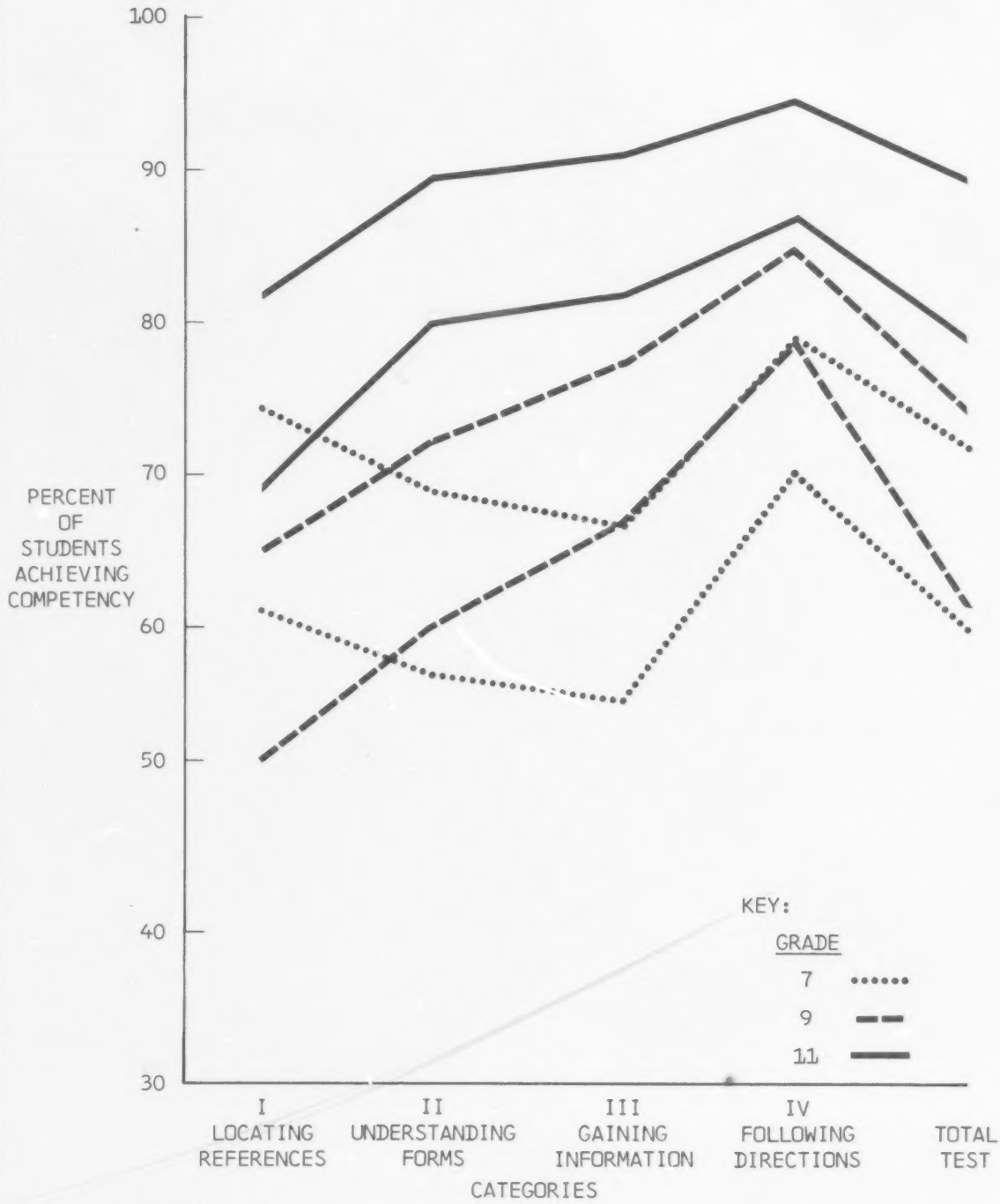
SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
CALVERT SR	9-12	958	21.3	89.8	43.0	2.0	12.3	21.0	35.5
CALVERT MIDDLE	6-8	824	18.7	93.7	42.0	2.0	10.4	21.5	29.5
NORTHERN SR	9-12	1,118	21.5	90.7	49.0	3.0	6.5	15.2	28.8
NORTHERN MIDDLE	6-8	987	19.0	93.2	50.0	2.0	5.7	28.0	23.1

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
CALVERT SR	9	300	50.3	63.0	61.3	71.6	60.6
	11	197	74.6	84.2	84.7	87.3	80.7
CALVERT MIDDLE	7	248	72.5	72.5	60.8	77.0	71.3
NORTHERN SR	9	379	52.2	62.0	65.9	75.4	62.5
	11	294	78.5	82.9	87.4	90.1	86.0
NORTHERN MIDDLE	7	303	80.1	80.5	67.9	84.4	78.8

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	250	61	234	57	225	55	283	69	246	60
Grade 9	214	50	257	60	287	67	334	78	265	62
Grade 11	268	69	310	80	318	82	337	87	306	79
1976-1977										
Grade 7	279	66	248	59	246	58	306	73	264	63
Grade 11	262	70	288	77	305	82	328	88	296	88
1975-1976										
Grade 7	284	66	257	60	214	50	308	72	278	65
Grade 11	107	30	176	49	218	61	211	59	171	48

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	410	97.8
Grade 9	428	94.5
Grade 11	388	94.6
1976-1977		
Grade 7	417	93.5
Grade 9		
Grade 11	370	89.2
1975-1976		
Grade 7	430	95.8
Grade 9		
Grade 11	356	88.1

CAROLINE COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

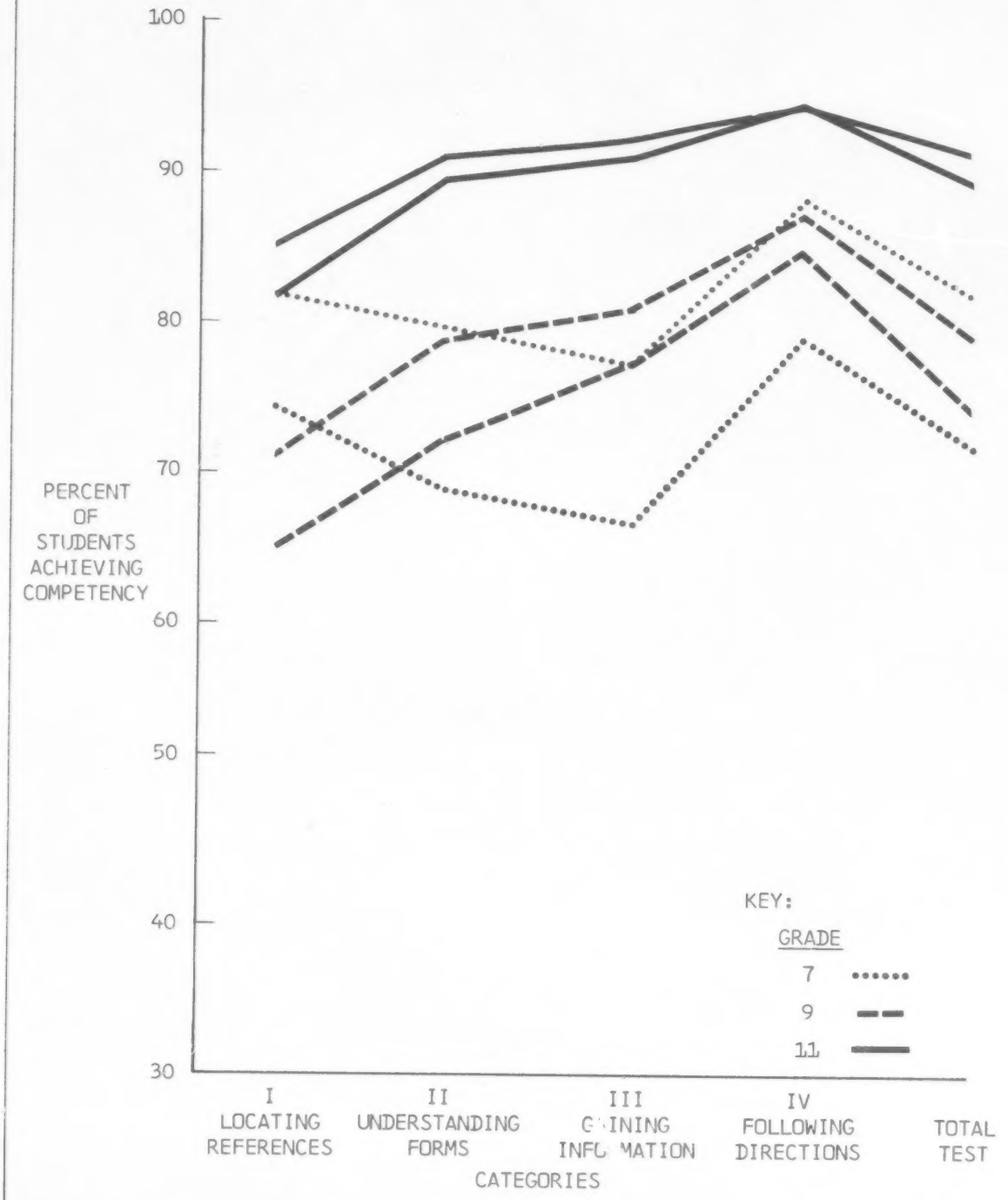
SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
COLONEL RICHARDSON MIDDLE	7-8	370	16.2	95.5	20.8	2.0	12.1	24.5	21.9
COLONEL RICHARDSON SR	9-12	733	19.9	91.2	34.8	2.0	9.6	22.5	12.5
NORTH CAROLINE SR	9-12	930	15.9	91.5	54.8	3.5	9.8	14.0	10.3
RIVERVIEW MIDDLE	7-8	523	17.1	93.8	28.5	2.0	8.3	12.0	13.1

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
COL RICHARDSON MIDDLE	7	160	65.6	59.3	60.0	75.6	64.3
COL RICHARDSON SR	9	177	46.8	57.0	63.8	75.1	58.7
	11	169	72.7	81.6	82.2	85.7	81.6
NORTH CAROLINE SR	9	251	52.1	61.7	70.1	79.6	64.1
	11	219	67.1	78.5	82.6	87.2	76.7
RIVERVIEW MIDDLE	7	250	58.4	56.0	51.6	64.4	56.8

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY I Locating References		CATEGORY II Understanding Forms		CATEGORY III Gaining Information		CATEGORY IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	1,349	82	1,299	79	1,267	77	1,448	88	1,349	82
Grade 9	1,208	71	1,327	78	1,378	81	1,480	87	1,344	79
Grade 11	1,184	85	1,268	91	1,281	92	1,309	94	1,268	91
1976-1977										
Grade 7	1,354	83	1,340	82	1,278	79	1,443	89	1,362	84
Grade 11	1,102	82	1,186	89	1,175	88	1,219	91	1,169	88
1975-1976										
Grade 7	1,196	76	1,142	73	1,033	66	1,297	82	1,188	75
Grade 11	946	73	1,041	80	1,065	82	1,127	87	1,081	83

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	1,645	99.4
Grade 9	1,701	97.0
Grade 11	1,393	96.9
1976-1977		
Grade 7	1,615	98.4
Grade 9		
Grade 11	1,328	93.6
1975-1976		
Grade 7	1,575	99.1
Grade 9		
Grade 11	1,299	94.7

CARROLL COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

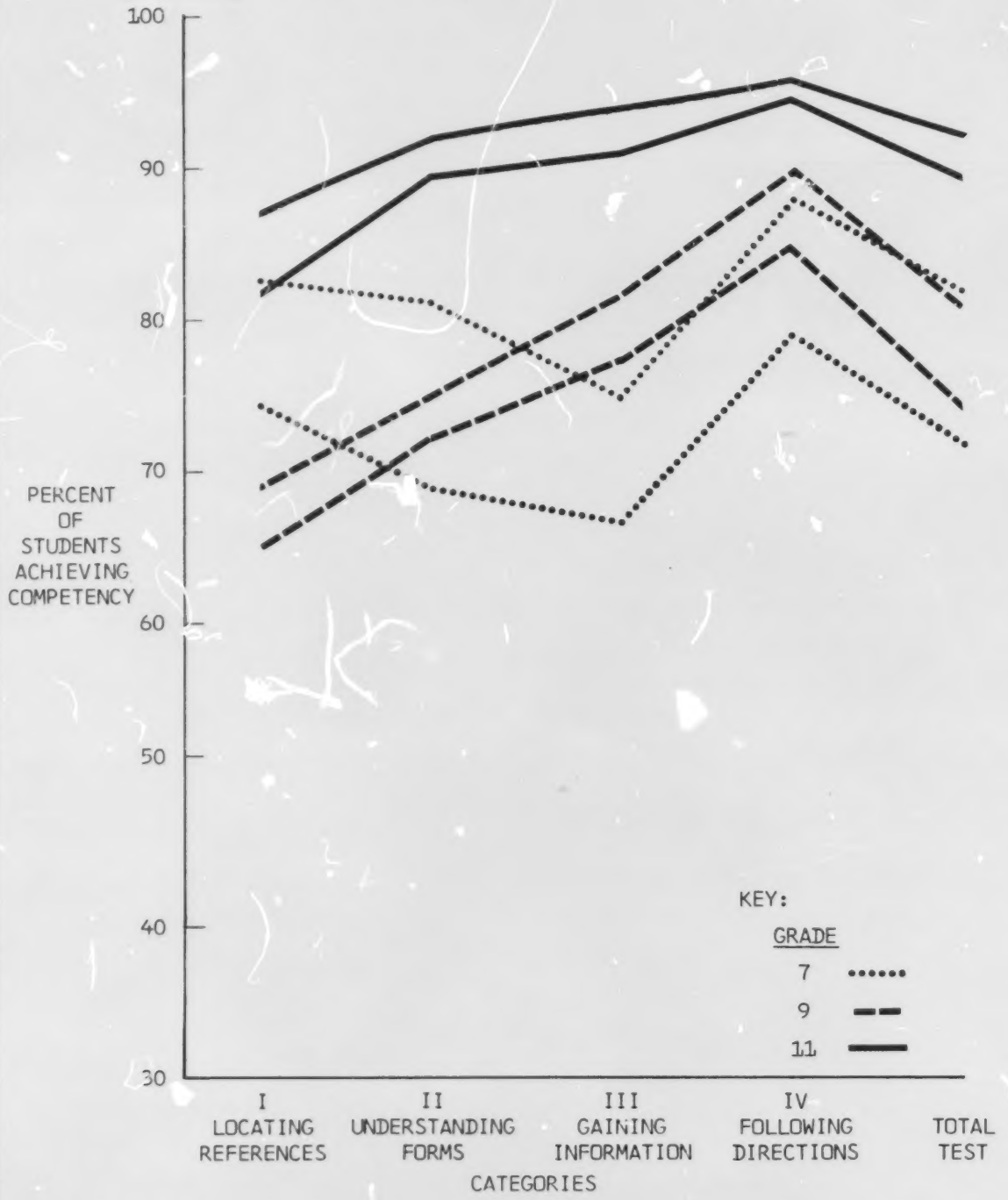
SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
FRANCIS SCOTT KEY SR	9-12	961	21.3	93.5	43.0	2.0	10.0	20.9	22.2
MT AIRY MIDDLE	6-8	455	16.3	95.9	26.0	2.0	8.3	18.3	28.6
NORTH CARROLL MIDDLE	5-8	1,064	20.3	96.4	49.5	3.0	9.8	19.0	20.9
NORTH CARROLL SR	9-12	986	20.7	93.2	46.5	1.0	10.2	15.0	31.6
NORTHWEST MIDDLE	4-8	735	18.8	95.7	38.0	1.0	8.0	19.5	12.8
NEW WINDSOR MIDDLE	5-8	498	19.5	97.3	24.5	1.0	9.6	17.0	9.8
SOUTH CARROLL SR	9-12	1,748	21.1	92.3	79.0	4.0	8.7	20.0	26.5
SYKESVILLE MIDDLE	6-8	950	21.3	95.6	42.5	2.0	8.1	13.5	13.5
WESTMINSTER EAST MIDDLE	6-8	745	17.7	96.1	40.0	2.0	10.0	14.5	28.6
WESTMINSTER SR	9-12	2,271	26.9	92.7	80.5	4.0	9.9	21.5	43.2
WESTMINSTER WEST MIDDLE	6-8	1,077	20.7	95.8	50.0	2.0	12.3	21.3	17.3

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
FRANCIS SCOTT KEY SR	9	283	68.9	74.2	81.6	86.2	79.8
	11	212	79.2	87.2	89.1	91.9	88.6
MT AIRY MIDDLE	7	151	66.1	78.8	69.5	85.4	76.8
NORTH CARROLL MIDDLE	7	297	78.7	76.4	72.7	86.1	79.4
NORTH CARROLL SR	9	273	73.9	78.7	83.1	90.1	81.6
	11	224	87.5	92.4	94.6	96.4	94.1
NORTHWEST MIDDLE	7	163	79.1	79.7	78.5	86.5	80.9
NEW WINDSOR MIDDLE	7	133	87.9	87.9	87.9	93.9	91.7
SOUTH CARROLL SR	9	512	70.7	79.6	77.7	84.5	77.1
	11	421	87.6	91.4	91.9	95.2	91.9
SYKESVILLE MIDDLE	7	311	86.4	83.2	80.7	90.6	85.5
WESTMINSTER EAST MIDDLE	7	241	[illegible]	81.7	77.5	90.4	82.9
WESTMINSTER SR	9	633	72.3	79.1	81.5	86.7	80.7
	11	536	89.0	90.4	91.4	93.6	90.4
WESTMINSTER WEST MIDDLE	7	349	81.3	73.6	74.4	86.2	77.6

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY I Locating References		CATEGORY II Understanding Forms		CATEGORY III Gaining Information		CATEGORY IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	846	33	815	80	764	75	897	88	835	82
Grade 9	759	69	825	75	902	82	990	90	891	81
Grade 11	786	87	831	92	849	94	867	96	840	93
1976-1977										
Grade 7	866	79	823	75	780	71	926	84	853	77
Grade 11	701	83	738	87	762	90	793	94	758	90
1975-1976										
Grade 7	828	73	765	68	658	58	879	78	799	71
Grade 11	538	66	622	76	630	77	672	82	642	78

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	1,019	92.1
Grade 9	1,100	95.6
Grade 11	903	94.9
1976-1977		
Grade 7	1,094	93.7
Grade 9		
Grade 11	840	91.7
1975-1976		
Grade 7	1,131	96.7
Grade 9		
Grade 11	819	91.2

CECIL COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

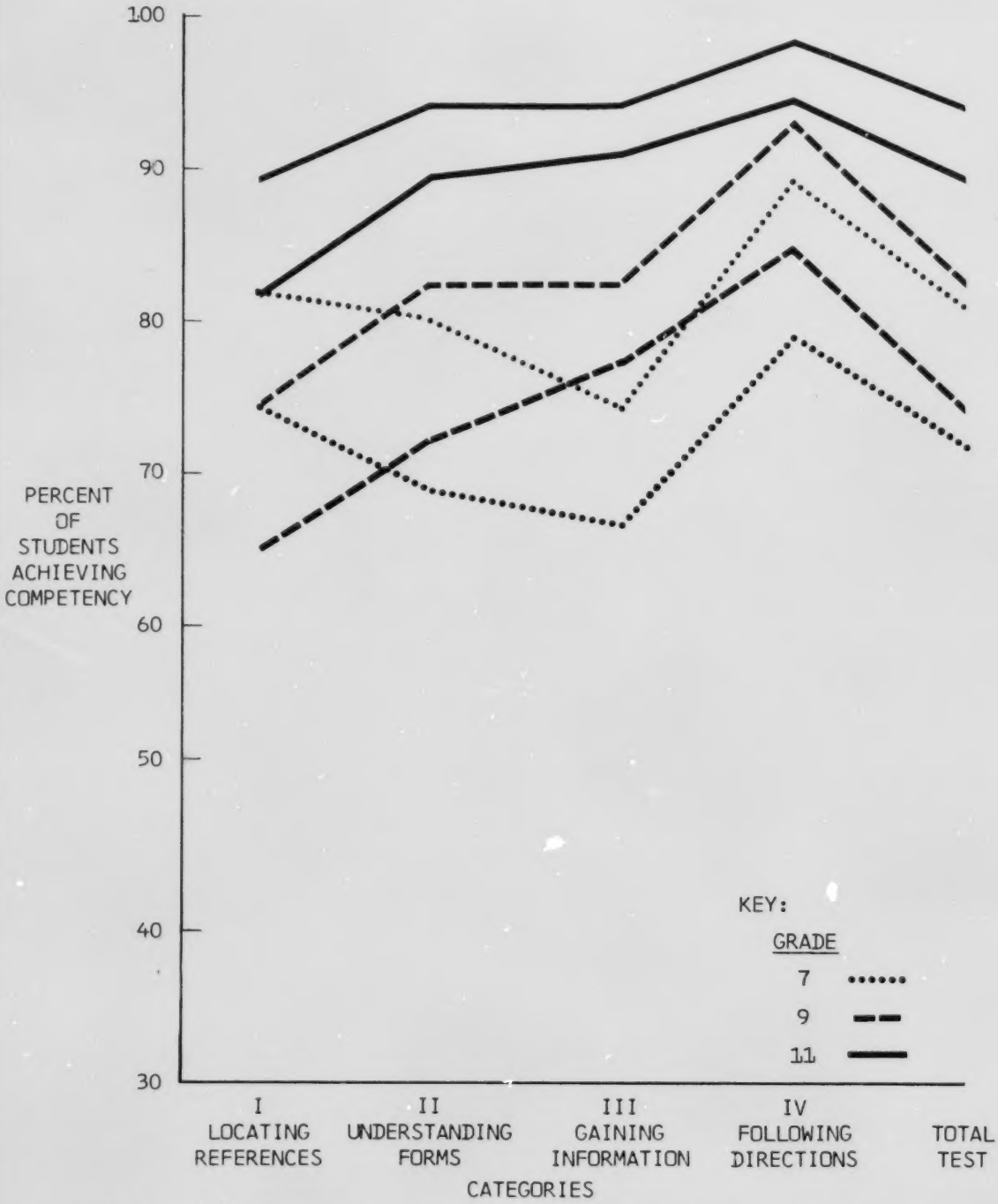
SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
BOHEMIA MANOR JR SR	7-12	834	22.5	92.5	35.0	2.0	6.3	12.0	10.8
CHERRY HILL MIDDLE	6-8	576	21.3	94.9	25.0	2.0	9.5	18.9	33.3
ELKTON MIDDLE	6-8	583	20.1	92.3	27.0	2.0	9.1	12.0	31.0
ELKTON SR	9-12	1,300	21.3	89.5	58.0	3.0	9.1	12.0	31.1
NORTH EAST MIDDLE	6-8	777	22.2	94.9	33.0	2.0	7.8	12.3	34.3
NORTH EAST SR	9-12	902	23.1	88.8	37.0	2.0	9.4	15.5	28.2
PERRYVILLE MIDDLE	NO RESOURCE DATA AVAILABLE AS OF 9/77								
PERRYVILLE SR	NO RESOURCE DATA AVAILABLE AS OF 9/77								
RISING SUN JR SR	7-12	1,184	22.8	92.5	49.0	3.0	10.7	17.7	26.9

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
BOHEMIA MANOR JR SR	7	123	77.2	76.4	73.1	83.7	78.8
	9	135	71.1	80.0	80.0	95.5	82.9
	11	119	80.6	88.2	93.2	92.4	89.9
CHERRY HILL MIDDLE	7	166	90.9	87.9	82.5	93.9	90.9
ELKTON MIDDLE	7	159	82.3	81.1	74.8	89.9	80.5
ELKTON SR	9	326	62.2	71.1	78.2	87.1	74.8
	11	326	85.8	90.4	91.7	94.1	91.7
NORTH EAST MIDDLE	7	250	87.2	82.4	75.2	91.2	85.2
NORTH EAST SR	9	303	72.6	80.8	84.1	89.1	83.8
	11	181	92.2	97.2	97.7	98.8	97.2
PERRYVILLE MIDDLE	7	119	75.6	74.7	64.7	78.9	73.1
PERRYVILLE SR	9	128	70.3	67.9	78.9	89.8	79.6
	11	112	81.2	90.1	91.0	92.8	90.1
RISING SUN JR SR	7	202	78.7	75.7	76.2	84.6	79.2
	9	208	70.1	75.0	86.0	92.3	85.0
	11	165	91.5	95.1	96.3	99.3	96.9

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY I Locating References		CATEGORY II Understanding Forms		CATEGORY III Gaining Information		CATEGORY IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	1,123	82	1,095	80	1,013	74	1,218	89	1,109	81
Grade 9	1,132	74	1,270	83	1,270	83	1,423	93	1,270	83
Grade 11	984	89	1,039	94	1,039	94	1,084	98	1,039	94
1976-1977										
Grade 7	958	69	933	68	887	64	1,071	78	963	70
Grade 11	704	64	765	70	817	75	860	79	794	73
1975-1976										
Grade 7	842	63	775	58	665	49	893	66	804	60
Grade 11	510	51	595	67	616	69	671	76	610	69

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	1,369	95.4
Grade 9	1,530	92.2
Grade 11	1,106	92.6
1976-1977		
Grade 7	1,369	93.4
Grade 9		
Grade 11	1,084	94.2
1975-1976		
Grade 7	1,348	93.0
Grade 9		
Grade 11	889	84.3

CHARLES COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

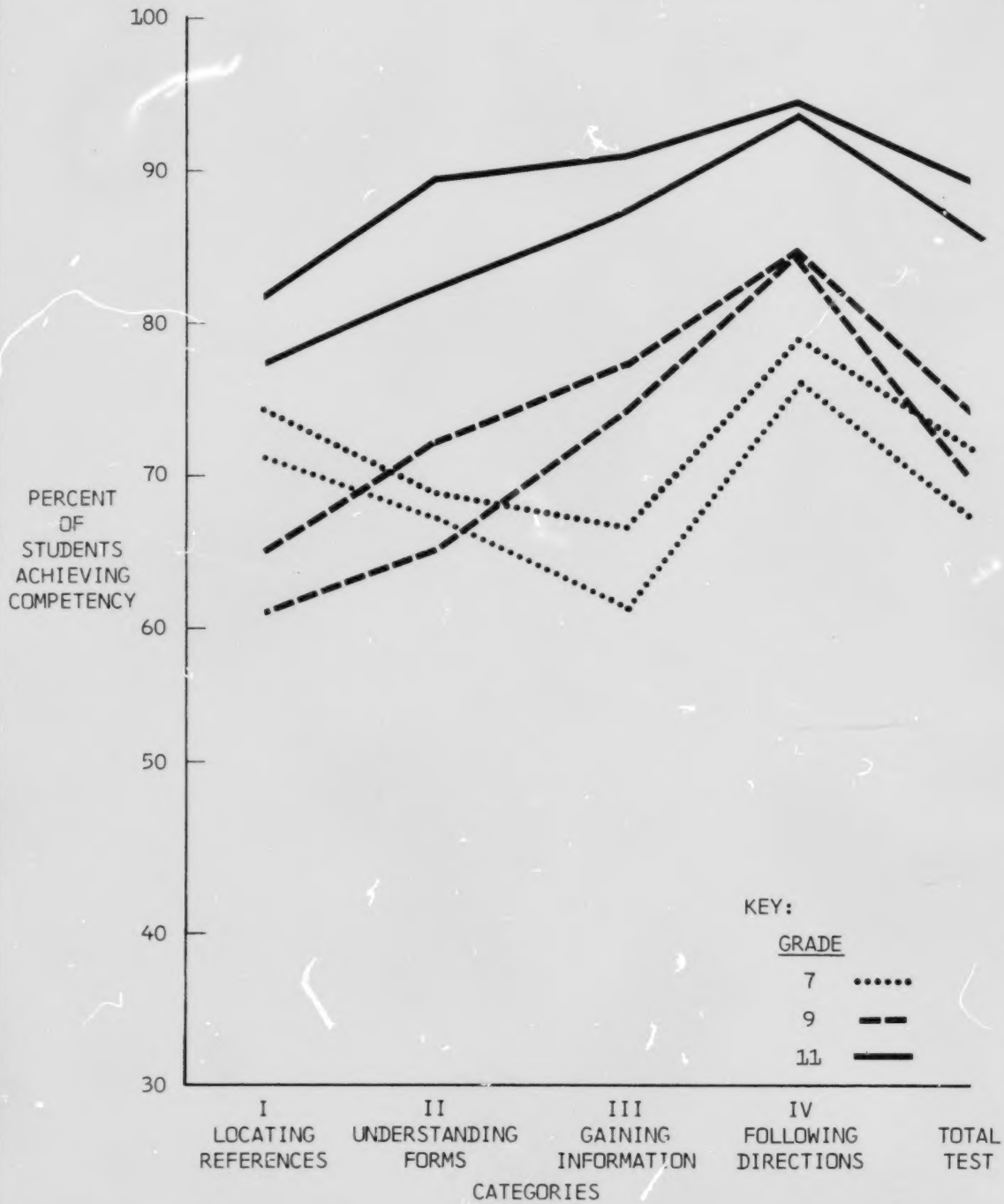
SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
BENJAMIN STODDERT MIDDLE	NO RESOURCE DATA AVAILABLE AS OF 9/77								
GEN SMALLWOOD MIDDLE	6-8	662	18.4	93.8	34.0	2.0	8.1	18.5	30.5
JOHN HANSON MIDDLE	6-8	1,446	20.1	94.7	69.0	3.0	7.3	19.0	29.2
LACKEY SR	9-12	1,570	21.2	90.8	70.0	4.0	8.6	13.5	33.8
LA PLATA SR	9-12	1,408	21.0	91.3	63.0	4.0	8.3	13.5	31.3
MATTHEW HENSON MIDDLE	6-8	685	18.5	94.2	35.0	2.0	10.0	23.5	18.9
MCDONOUGH JR	7-9	742	19.5	93.2	36.0	2.0	5.8	18.5	39.5
MILTON M SOMERS MIDDLE	6-8	719	17.5	95.2	39.0	2.0	10.8	24.0	29.3
PICCOWAXEN MIDDLE	NO RESOURCE DATA AVAILABLE AS OF 9/77								
THOMAS STONE SR	9-12	1,769	20.6	89.6	[illegible].0	4.0	8.4	15.0	34.9

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
BENJAMIN STODDERT	7	245	85.7	84.0	71.1	91.8	86.9
GEN SMALLWOOD MIDDLE	7	215	84.1	82.3	75.8	91.6	85.1
JOHN HANSON MIDDLE	7	272	82.3	79.7	76.8	90.4	80.1
LACKEY SR	9	411	63.2	72.7	73.4	88.0	73.4
	11	335	89.5	96.1	94.3	97.6	94.6
LA PLATA SR	9	344	70.0	80.2	79.0	91.5	79.0
	11	364	82.1	89.8	93.4	[illegible]	90.6
MATHEW HENSON MIDDLE	7	232	79.3	76.7	76.2	87.0	78.8
MCDONOUGH SR	9	340	80.2	89.1	85.5	94.1	86.4
MILTON M SOMERS MIDDLE	7	239	86.6	83.6	79.4	91.2	85.7
PICCOWAXEN MIDDLE	7	166	68.0	72.2	60.2	77.7	66.8
THOMAS STONE SR	9	435	83.9	88.9	92.6	97.4	92.8
	11	407	93.8	96.5	95.0	99.0	97.5

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	308	71	291	67	265	61	330	76	291	67
Grade 9	278	61	296	65	337	74	383	84	319	70
Grade 11	310	77	330	82	351	87	371	92	347	86
1976-1977										
Grade 7	347	69	334	66	319	63	380	75	344	68
Grade 11	291	75	323	83	328	85	347	90	323	83
1975-1976										
Grade 7	280	57	289	59	227	47	306	63	280	57
Grade 11	268	61	295	67	312	71	326	74	305	70

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	434	92.9
Grade 9	456	91.7
Grade 11	403	94.6
1976-1977		
Grade 7	502	91.3
Grade 9		
Grade 11	385	86.3
1975-1976		
Grade 7	488	92.1
Grade 9		
Grade 11	439	92.0

DORCHESTER COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

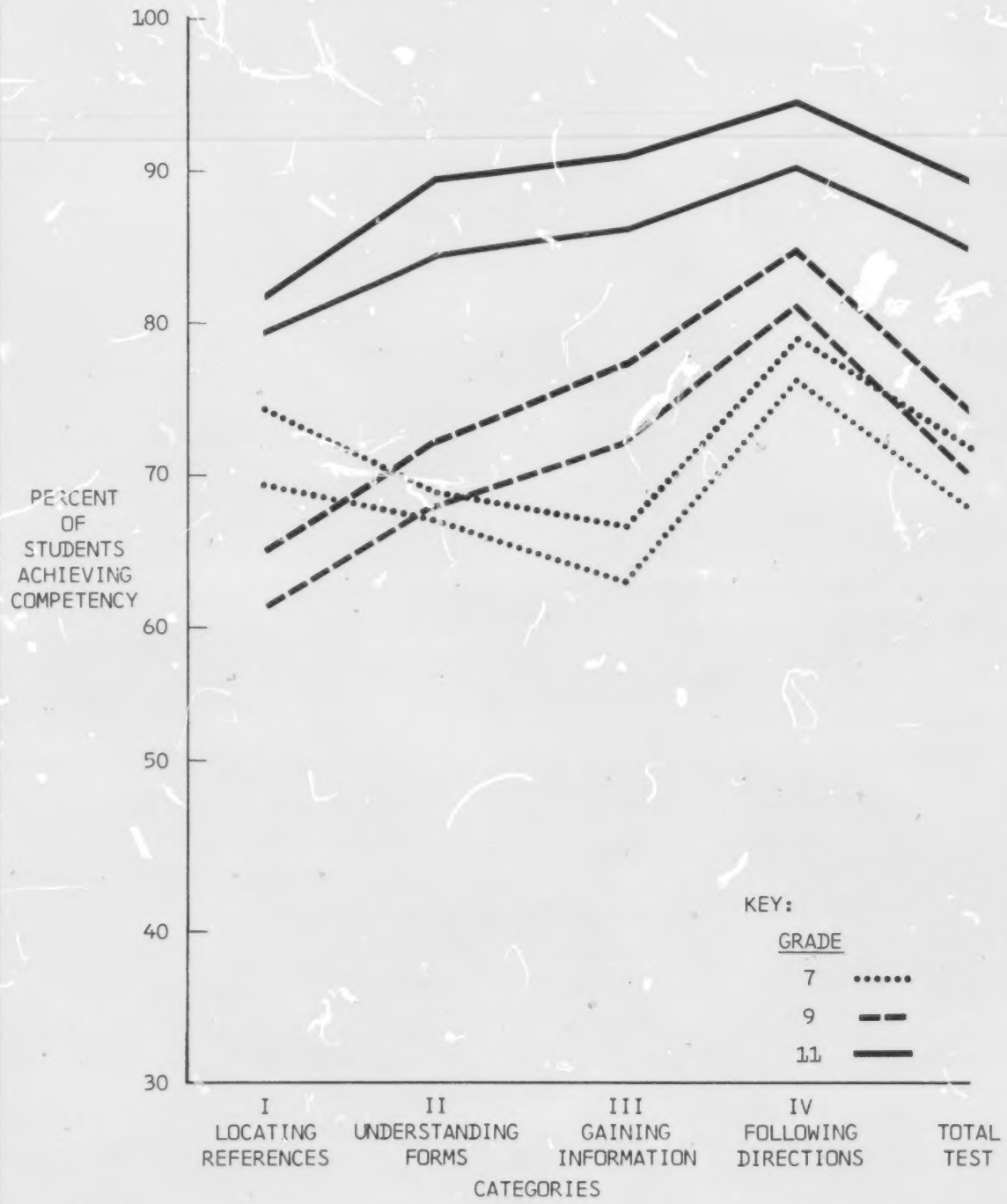
SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
CAMBRIDGE MIDDLE	6-8	452	18.1	95.3	23.5	1.5	11.2		34.0
CAMBRIDGE S DORCHESTER	9-12	1,194	19.6	92.9	57.0	4.0	13.6	22.5	36.1
MACES LANE MIDDLE	6-8	437	17.1	95.0	24.0	1.5	15.8	20.0	37.3
NORTH DORCHESTER MIDDLE	6-8	571	16.8	93.0	32.0	2.0	8.4	17.0	27.9
NORTH DORCHESTER SR	9-12	689	18.4	90.7	35.5	2.0	9.7	27.0	21.3
SOUTH DORCHESTER MIDDLE	K-8	236	17.5	96.1	12.5	1.0	14.1		7.4

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
CAMBRIDGE MIDDLE	7	130	71.5	68.4	60.7	76.1	68.4
CAMBRIDGE-SOUTH DOR	9	298	58.3	61.4	72.4	81.8	67.7
	11	260	77.6	80.0	85.0	90.0	83.0
MACES LANE MIDDLE	7	115	69.5	67.8	58.2	73.0	64.6
NORTH DORCHESTER MID	7	162	72.2	64.1	63.5	76.5	66.6
NORTH DORCHESTER SP	9	158	65.8	72.1	76.5	87.3	75.3
	11	143	76.2	86.7	90.2	95.8	91.6
SOUTH DORCHESTER MID	7	27	70.3	74.0	66.6	88.8	62.9

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY I Locating References		CATEGORY II Understanding Forms		CATEGORY III Gaining Information		CATEGORY IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	1,290	69	1,253	67	1,178	63	1,421	76	1,272	68
Grade 9	1,131	61	1,261	68	1,334	72	1,502	81	1,298	70
Grade 11	1,265	79	1,345	84	1,377	86	1,441	90	1,361	85
1976-1977										
Grade 7	1,301	71	1,286	71	1,199	66	1,422	78	1,296	71
Grade 11	1,190	77	1,260	82	1,306	85	1,373	89	1,291	84
1975-1976										
Grade 7	1,122	69	1,041	64	955	59	1,169	72	1,093	67
Grade 11	923	68	1,043	76	1,040	76	1,103	81	1,042	76

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	1,870	98.8
Grade 9	1,854	93.9
Grade 11	1,601	94.1
1976-1977		
Grade 7	1,890	94.8
Grade 9		
Grade 11	1,526	93.0
1975-1976		
Grade 7	1,624	90.1
Grade 9		
Grade 11	1,368	84.6

FREDERICK COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

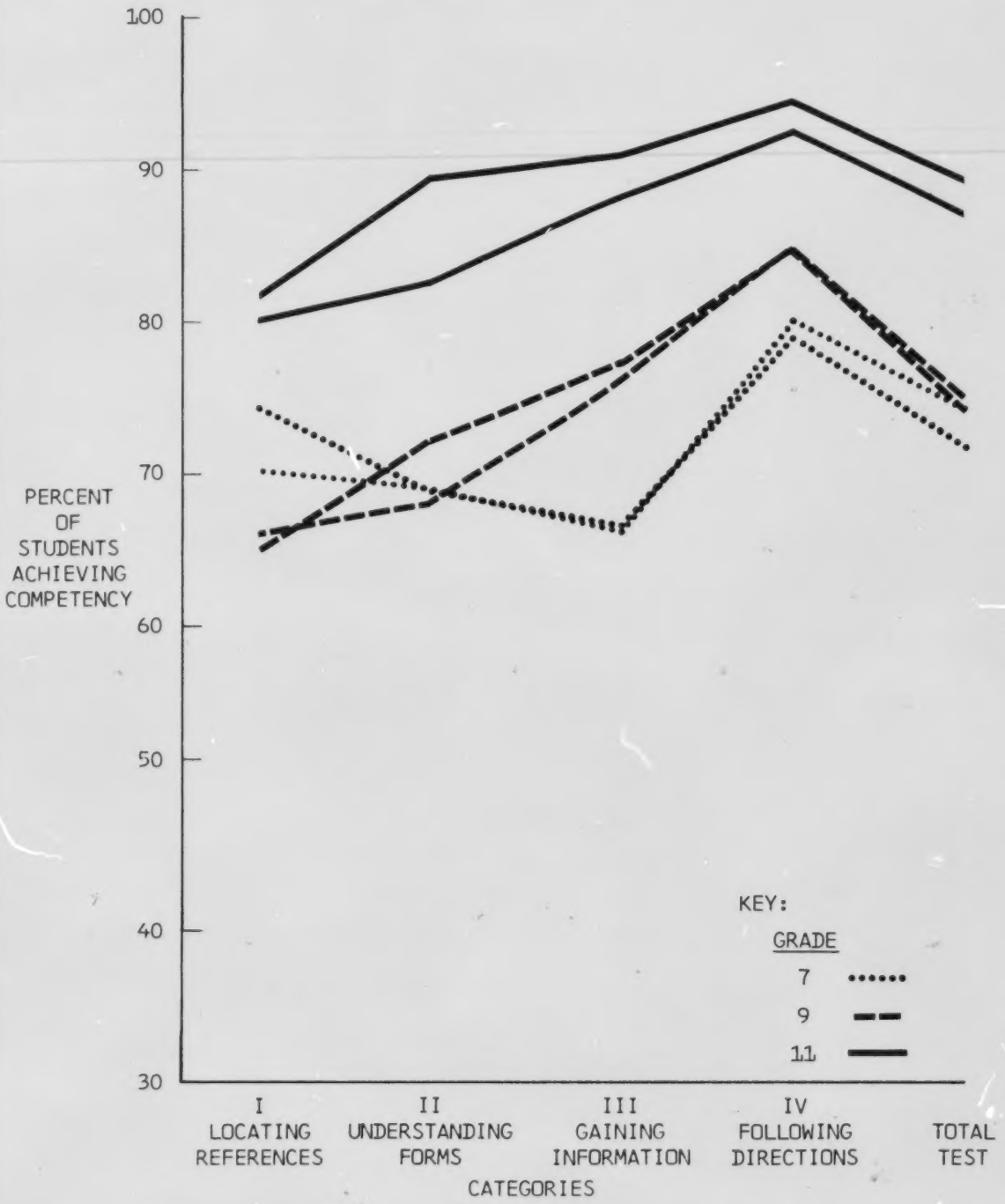
SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
BRUNSWICK JR SR	7-12	965	20.6	90.5	44.9	2.0	14.3	26.0	29.9
CATOCTIN JR SR	9-12	1,002	20.2	89.9	47.5	2.0	11.3	21.3	36.4
EMMITSBURG	K-8	454	19.3	95.3	21.5	2.0	6.9	14.0	13.6
FREDERICK SR	10-12	974	20.0	90.3	47.1	1.5	11.5	19.1	32.3
GOV THOMAS JOHNSON JR SR	7-12	2,552	20.2	91.9	121.3	5.0	10.9	13.8	35.6
LINGANORE JR SR	7-12	1,479	20.1	92.3	70.5	3.0	11.9	17.7	27.2
MIDDLETOWN MIDDLE	6-8	682	20.9	95.2	30.7	2.0	7.4	12.0	35.5
MIDDLETOWN SR	9-12	818	19.6	92.5	40.7	1.0	10.3	8.0	40.0
THURMONT MIDDLE	5-8	712	21.5	95.9	32.1	1.0	10.0	18.0	39.6
WALKERSVILLE MIDDLE	6-8	424	19.5	94.6	20.7	1.0	11.3	7.0	27.2
WALKERSVILLE SR	9-12	600	19.9	91.4	28.2	2.0	9.0	20.0	37.4
WEST FREDERICK JR	7-9	1,088	18.5	88.7	56.4	2.5	8.5	18.8	23.8

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
BRUNSWICK JR SR	7	171	64.3	61.4	57.3	74.8	64.9
	9	172	59.3	65.6	71.5	79.0	69.1
	11	158	77.8	84.1	87.3	91.7	86.7
CATOCTIN JR SR	9	259	60.2	68.7	72.5	82.6	70.6
	11	222	84.2	89.6	89.1	92.3	86.9
EMMITSBURG	7	52	65.3	69.2	63.4	73.0	69.2
FREDERICK SR	9	308	56.4	59.4	64.9	74.0	63.3
	11	285	75.0	77.8	83.1	86.3	81.0
GOV. THOMAS JOHNSON	7	449	72.3	69.2	64.8	78.6	71.4
	9	470	61.0	70.2	71.9	79.5	70.6
	11	367	76.8	83.9	81.4	86.9	81.7
LINGANORE JR SR	7	287	74.9	72.8	68.9	81.5	72.8
	9	279	63.4	70.9	74.5	81.0	72.4
	11	227	80.6	88.1	88.9	91.1	88.5
MIDDLETOWN MIDDLE	7	244	74.1	75.8	68.8	79.5	74.1
MIDDLETOWN SR	9	209	63.1	69.8	76.5	84.6	75.5
	11	181	76.7	82.3	88.9	89.5	86.1
THURMONT MIDDLE	7	187	71.1	69.5	62.5	78.0	71.6
WALKERSVILLE MIDDLE	7	146	74.6	73.9	69.1	82.1	74.6
WALKERSVILLE SR	9	157	64.9	69.4	75.7	83.4	73.8
	11	161	80.7	83.2	88.8	95.0	88.8
WEST FREDERICK JR	7	334	52.9	50.8	49.1	61.6	50.8

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	329	70	324	69	310	66	376	80	348	74
Grade 9	270	66	279	68	312	76	348	85	307	75
Grade 11	316	80	328	83	348	88	367	93	344	87
1976-1977										
Grade 7	318	68	298	64	279	60	341	73	303	65
Grade 11	270	73	293	79	303	82	329	89	296	80
1975-1976										
Grade 7	297	66	271	60	234	52	307	68	275	61
Grade 11	226	65	275	79	270	77	291	83	275	79

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	470	95.5
Grade 9	410	98.8
Grade 11	395	98.0
1976-1977		
Grade 7	462	84.8
Grade 9		
Grade 11	368	95.3
1975-1976		
Grade 7	449	98.2
Grade 9		
Grade 11	349	96.4

GARRETT COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

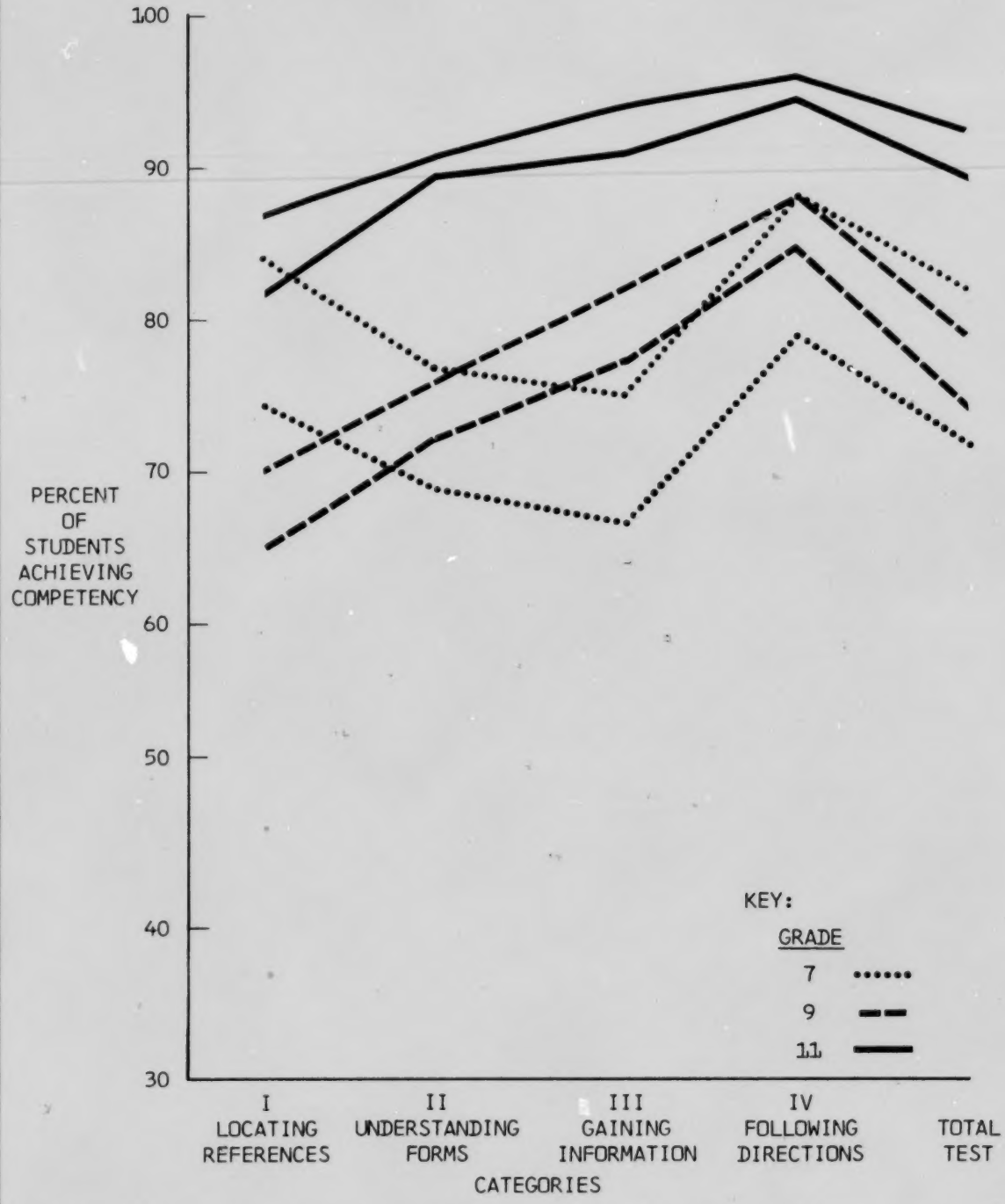
SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
BLOOMINGTON ELEM	K-8	164	14.9	97.6	10.0	1.0	10.9	7.0	18.2
NORTHERN GARRETT CO	7-12	913	18.3	93.4	47.9	2.0	12.4	19.5	22.0
ROUTE 40	K-8	216	18.0	96.7	11.0	1.0	4.5	19.0	33.3
SOUTHERN GARRETT CO	9-12	1,041	18.9	92.0	53.0	2.0	15.0	15.5	40.0
SOUTHERN MIDDLE	6-8	794	19.9	95.2	38.0	2.0	9.0	9.7	27.5
SWAN MEADOW ELEM	1-7	53	21.2	96.9	2.0	0.5	12.0	16.0	60.0
YODER ELEM	1-7	94	23.5	97.0	3.0	1.0	25.9	28.5	25.0

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
BLOOMINGTON ELEM	7	14	78.5	85.7	85.7	92.8	85.7
NORTHERN GARRETT CO	7	162	71.6	69.1	69.1	79.6	73.4
	9	170	72.3	70.0	80.5	86.4	80.0
	11	139	86.3	87.7	90.6	95.6	91.3
ROUTE 40	7	20	60.0	50.0	50.0	50.0	50.0
SOUTHERN GARRETT CO	9	240	61.2	67.0	72.9	84.5	70.8
	11	254	75.9	80.7	87.4	92.1	85.0
SOUTHERN MIDDLE	7	256	69.1	69.5	62.8	81.6	75.3
SWAN MEADOW ELEM	7	5	.0	.0	80.0	60.0	80.0
YODER ELEMENTARY	7	13	76.9	76.9	76.9	92.3	76.9

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	2,382	84	2,184	77	2,127	75	2,496	88	2,325	82
Grade 9	1,858	70	2,018	76	2,177	82	2,336	88	2,097	79
Grade 11	1,970	87	2,060	91	2,128	94	2,173	96	2,105	93
1976-1977										
Grade 7	2,399	82	2,238	77	2,169	74	2,517	86	2,351	81
Grade 11	1,888	86	1,996	91	2,051	93	2,097	95	2,026	92
1975-1976										
Grade 7	2,224	79	2,011	71	1,908	67	2,299	81	2,140	76
Grade 11	1,681	76	1,855	83	1,925	87	1,995	90	1,992	87

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	2,836	97.9
Grade 9	2,655	92.6
Grade 11	2,264	97.0
1976-1977		
Grade 7	2,897	97.4
Grade 9		
Grade 11	2,185	94.4
1975-1976		
Grade 7	2,834	96.8
Grade 9		
Grade 11	2,223	95.2

HARFORD COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

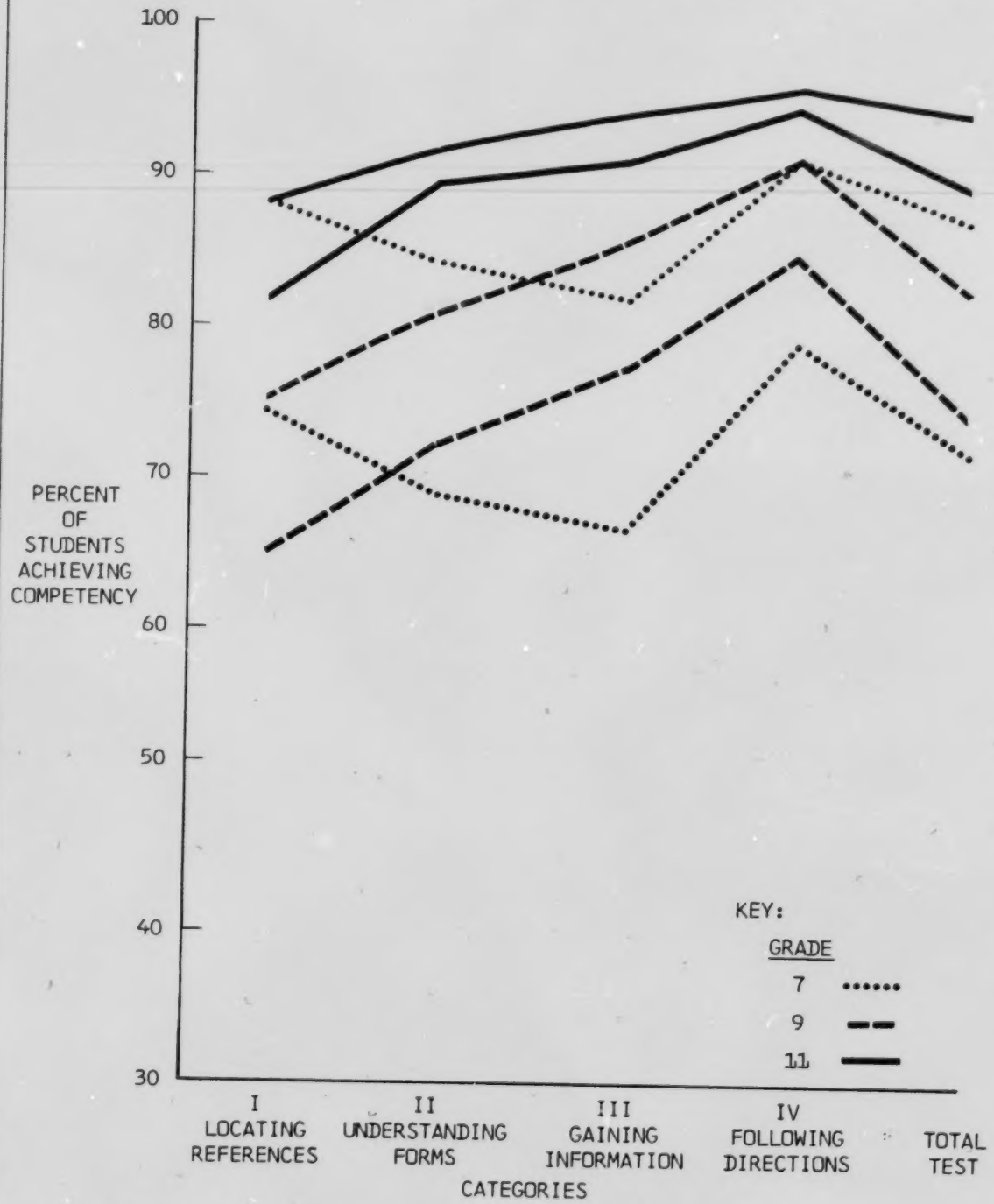
SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ABERDEEN MIDDLE	6-8	1,467	17.9	95.0	79.0	3.0	8.4	18.0	37.8
ABERDEEN SR	9-12	1,732	17.3	91.8	96.0	4.0	10.3	19.0	47.0
BEL AIR MIDDLE	708	2,121	18.4	95.7	112.0	3.0	9.0	14.7	33.0
BEL AIR SR	9-12	3,429	18.9	94.7	176.5	5.0	10.3	19.2	49.0
EDGEWOOD MIDDLE	6-8	1,072	18.5	94.6	56.0	2.0	8.7	13.7	44.8
EDGEWOOD SR	9-12	1,447	18.8	91.0	74.0	3.0	11.3	18.0	51.9
FALLSTON SR	NO RESOURCE DATA AVAILABLE AS OF 9/77								
HAVRE DE GRACE MIDDLE	6-8	867	17.7	93.9	47.0	2.0	9.5	9.5	30.6
HAVRE DE GRACE SR	9-12	951	17.9	90.8	51.0	2.0	8.6	22.0	35.8
JOPPATOWNE JR SR	7-12	1,733	18.8	92.2	89.0	3.0	6.9	18.3	31.5
NORTH HARFORD MIDDLE	6-8	999	17.5	96.0	55.0	2.0	8.1	16.0	28.1
NORTH HARFORD SR	9-12	1,187	17.7	94.9	65.0	2.0	10.7	13.7	46.3

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
ABERDEEN MIDDLE	7	431	82.1	75.8	71.6	87.7	79.8
ABERDEEN SR	9	455	59.3	68.7	73.5	80.4	70.1
	11	374	78.5	85.0	87.1	90.8	86.6
BEL AIR MIDDLE	7	717	86.9	81.2	77.7	89.7	83.9
BEL AIR SR	9	641	78.8	80.7	87.1	92.7	85.6
	11	835	91.6	94.5	96.4	97.8	95.6
EDGEWOOD MIDDLE	7	435	75.8	69.6	68.2	83.9	74.9
EDGEWOOD SR	9	421	61.7	67.9	75.5	84.0	71.5
	11	321	83.2	88.4	91.2	95.3	91.2
FALLSTON SR	7	311	89.3	77.7	82.2	87.7	87.1
	9	270	79.2	78.5	85.1	90.3	82.1
HAVRE DE GRACE MIDDLE	7	264	83.2	74.2	75.3	84.8	79.5
HAVRE DE GRACE SR	9	263	59.6	72.2	79.0	85.9	74.9
	11	201	79.1	84.1	92.0	92.0	88.0
JOPPATOWNE JR SR	7	327	88.0	80.6	77.3	92.0	87.7
	9	269	71.0	82.1	89.1	92.2	85.5
	11	254	88.2	93.7	94.5	97.2	95.3
NORTH HARFORD MIDDLE	7	351	83.7	77.2	75.2	87.7	81.4
NORTH HARFORD SR	9	336	79.7	83.0	88.1	93.5	87.2
	11	279	92.5	95.3	96.0	98.5	96.3

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	1,771	88	1,691	84	1,651	82	1,832	91	1,751	87
Grade 9	1,556	75	1,681	81	1,784	86	1,888	91	1,722	83
Grade 11	1,595	88	1,667	92	1,703	94	1,739	96	1,703	94
1976-1977										
Grade 7	1,820	87	1,750	84	1,714	82	1,91[illegible]	91	1,813	87
Grade 11	1,499	87	1,568	91	1,598	93	1,62[illegible]	95	1,587	92
1975-1976										
Grade 7	1,66[illegible]	84	1,563	79	1,450	73	1,720	87	1,633	83
Grade 11	1,177	81	1,270	88	1,289	89	1,317	91	1,292	89

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	2,013	99.5
Grade 9	2,075	93.8
Grade 11	1,812	96.8
1976-1977		
Grade 7	2,080	99.2
Grade 9		
Grade 11	1,710	97.7
1975-1976		
Grade 7	1,977	98.7
Grade 9		
Grade 11	1,466	89.[illegible]

HOWARD COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ATHOLTON SR	9-12	1,194	21.5	91.8	53.5	2.0	9.3	17.3	52.3
CLARKSVILLE MIDDLE	6-8	487	17.4	96.6	27.0	1.0	9.8	33.0	39.3
CENTENNIAL SR	NO RESOURCE DATA AVAILABLE AS OF 9/77								
DUNLOGGIN MIDDLE	6-8	657	19.9	97.0	31.0	2.0	7.0	21.7	45.5
ELLICOTT CITY MIDDLE	6-8	558	18.0	94.6	29.0	2.0	6.6	19.6	35.5
GLENWOOD MIDDLE	6-8	784	19.8	95.8	37.5	2.0	8.8	15.5	34.2
GLENELG SR	9-12	1,108	21.5	94.0	48.5	3.0	11.0	19.7	44.7
HAMMOND MIDDLE	6-8	534	16.7	95.1	30.0	2.0	6.6	17.0	34.4
HAMMOND SR	NO RESOURCE DATA AVAILABLE AS OF 9/77								
HARPERS CHOICE MIDDLE	6-8	558	18.0	96.4	29.0	2.0	6.3	14.5	38.7
HOWARD SR	9-12	1,266	21.1	92.4	56.0	4.0	12.9	18.3	51.7
MT HEBRON SR	9-12	1,418	20.0	93.7	69.0	2.0	9.3	17.0	52.8
OAKLAND MILLS MIDDLE	6-8	581	17.3	95.9	31.5	2.0	7.5	20.7	41.8

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
ATHOLTON SR	9	253	70.7	75.4	79.0	86.5	77.0
	11	236	88.1	93.2	94.9	97.4	94.9
CLARKSVILLE MIDDLE	7	171	90.6	84.7	84.2	97.0	90.6
CENTENNIAL SR	9	323	83.2	86.9	91.3	96.2	89.7
	11	188	92.0	96.2	97.3	97.3	96.8
DUNLOGGIN MIDDLE	7	231	90.0	82.6	80.9	91.3	87.8
ELLICOTT CITY MIDDLE	7	195	82.0	80.0	76.9	85.6	82.5
GLENWOOD MIDDLE	7	223	81.1	77.1	78.0	84.7	80.7
GLENELG SR	9	281	74.0	77.2	84.3	90.3	82.2
	11	258	84.8	89.5	90.6	95.3	91.4
HAMMOND MIDDLE	7	164	88.4	84.1	85.3	92.6	86.5
HAMMOND SR	9	213	68.0	72.3	78.4	84.5	74.1
	11	125	72.8	80.0	83.2	91.2	82.4
HARPERS CHOICE MIDDLE	7	195	92.3	90.2	92.8	96.9	93.8
HOWARD SR	9	321	68.8	76.9	83.1	86.2	79.7
	11	284	86.2	91.5	92.6	94.7	92.2
MT HEBRON SR	9	203	74.3	84.7	87.6	92.6	85.7
	11	218	92.2	96.7	98.1	98.1	97.2
OAKLAND MILLS MIDDLE	7	189	89.4	88.3	86.7	93.6	89.9

HOWARD COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

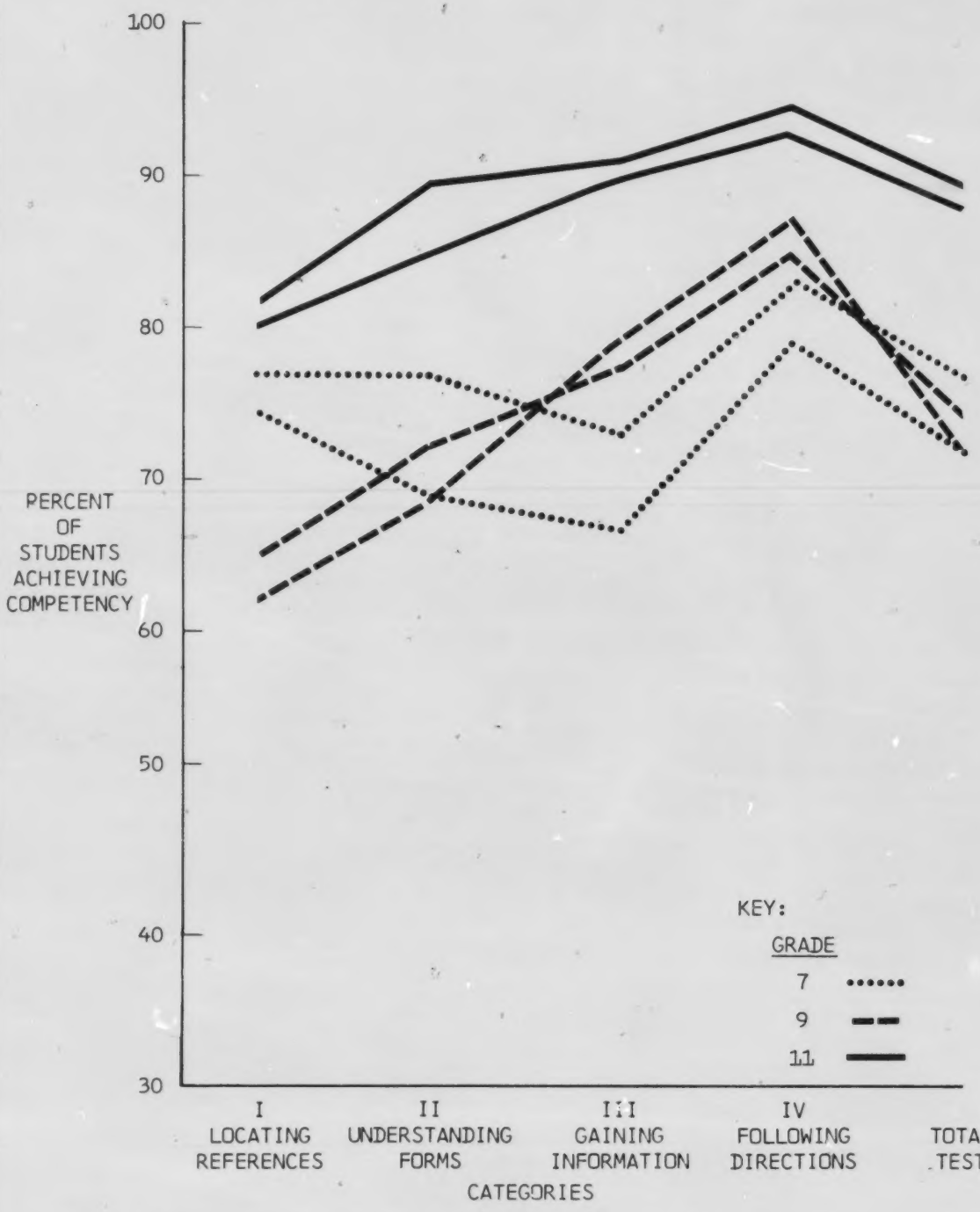
SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
OAKLAND MILLS SR	9-12	1,235	20.4	94.1	57.5	3.0	8.0	20.5	54.5
OWEN BROWN MIDDLE	6-8	275	16.5	95.1	14.6	2.0	6.2	17.0	36.0
PATAPSCO MIDDLE	6-8	510	14.8	96.6	32.5	2.0	7.3	17.0	43.5
WATERLOO MIDDLE	6-8	621	16.1	94.1	36.5	2.0	6.6	15.5	44.1
WILDE LAKE MIDDLE	6-8	552	16.7	96.4	32.0	1.0	7.6	29.0	39.4
WILDE LAKE SR	9-12	1,189	18.7	92.2	60.5	3.0	8.0	17.8	54.3

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
OAKLAND MILLS SR	9	257	79.7	86.3	91.4	92.!	87.1
	11	271	93.3	93.3	95.2	96.3	95.5
OWEN BROWN MIDDLE	7	140	89.2	80.0	77.1	88.5	82.8
PATAPSCO MIDDLE	7	164	83.5	78.6	75.0	89.6	81.7
WATERLOO MIDDLE	7	177	92.0	86.4	82.4	93.2	90.3
WILDE LAKE MIDDLE	7	164	93.9	91.4	85.9	94.5	93.2
WILDE LAKE SR	9	222	83.7	88.7	93.2	97.2	92.3
	11	232	88.3	94.3	96.1	96.1	93.9

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	196	77	196	77	185	73	211	83	196	77
Grade 9	192	62	211	68	244	79	269	87	222	72
Grade 11	210	80	223	85	236	90	244	93	231	88
1976-1977										
Grade 7	217	79	214	78	199	73	241	88	214	78
Grade 11	209	79	225	85	241	91	247	93	231	67
1975-1976										
Grade 7	219	71	197	64	185	60	222	72	215	70
Grade 11	145	64	179	79	188	82	192	85	186	82

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	254	98.1
Grade 9	309	96.3
Grade 11	262	92.9
1976-1977		
Grade 7	272	95.4
Grade 9		
Grade 11	264	94.0
1975-1976		
Grade 7	309	94.8
Grade 9		
Grade 11	227	86.0

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

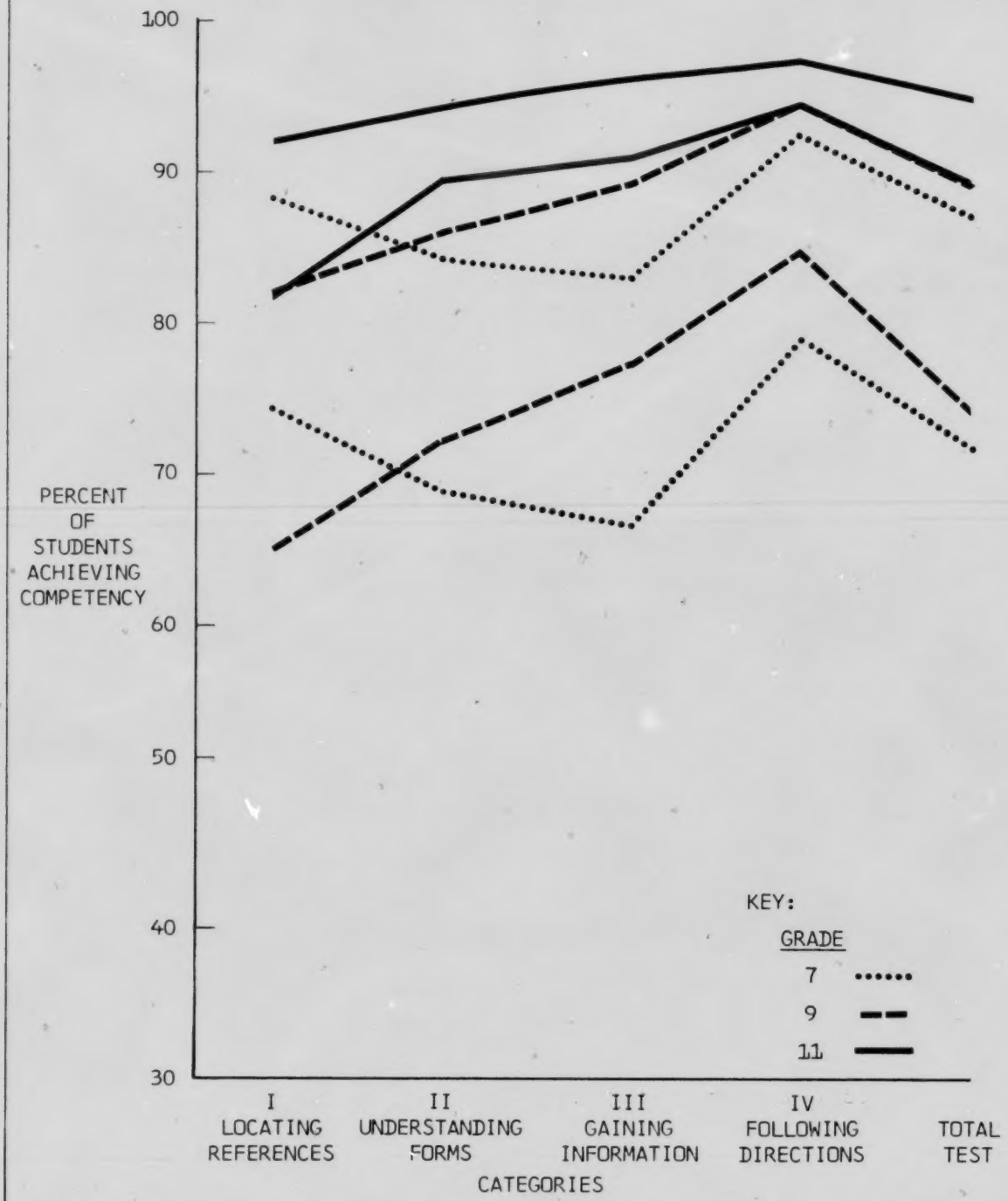
SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
CHESTERTOWN MIDDLE	5-8	325	19.1	96.0	16.0	1.0	10.5	8.0	23.5
GALENA MIDDLE	K-8	317	17.6	96.0	16.0	2.0	4.3	24.5	16.7
KENT COUNTY SR	9-12	1,178	19.6	95.0	57.0	3.0	9.6	15.0	28.3
ROCK HALL MIDDLE	5-8	216	15.4	96.0	12.0	2.0	10.3	26.5	21.4

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
CHESTERTOWN MIDDLE	7	156	74.3	71.1	67.3	81.4	72.4
GALENA MIDDLE	7	49	81.6	91.8	83.6	89.7	83.6
KENT COUNTY SR	9	309	62.1	68.2	78.9	87.0	72.4
	11	262	79.7	85.4	90.4	93.8	88.5
ROCK HALL MIDDLE	7	49	83.6	81.6	79.5	83.6	85.7

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	7,339	88	7,006	84	6,922	83	7,673	92	7,256	87
Grade 9	7,789	83	8,070	86	8,352	89	8,821	94	8,352	89
Grade 11	8,421	92	8,604	94	8,787	96	8,878	97	8,695	95
1976-1977										
Grade 7	7,717	85	7,293	80	7,278	80	8,095	88	7,632	84
Grade 11	8,197	91	8,441	93	8,549	95	8,683	96	8,491	94
1975-1976										
Grade 7	7,575	82	6,933	75	6,710	73	7,794	85	7,403	80
Grade 11	7,549	84	8,045	89	8,038	89	8,199	91	8,085	90

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	8,340	97.3
Grade 9	9,384	97.0
Grade 11	9,153	93.0
1976-1977		
Grade 7	9,062	96.0
Grade 9		
Grade 11	8,996	89.4
1975-1976		
Grade 7	9,209	95.6
Grade 9		
Grade 11	9,006	90.0

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ALBERT EINSTEIN SR	10-12	1,232	15.8	88.4	75.0	3.0	13.5	23.0	61.5
ARGYLE JR	7-9	895	14.6	95.0	58.3	3.0	8.5	18.7	44.5
BENJAMIN BANNEKER JR	7-9	942	16.1	95.7	55.5	3.0	9.6	20.8	39.3
BETHESDA CHEVY CHASE SR	10-12	1,541	17.3	91.4	85.8	3.0	16.2	20.8	61.9
CABIN JOHN JR	7-9	967	17.1	96.6	53.6	3.0	8.6	20.4	35.3
CHARLES W WOODWARD SR	10-12	1,110	16.4	92.3	64.5	3.0	15.3	23.0	57.0
COL E BROOKE LEE JR	7-9	759	15.8	95.2	46.0	2.0	9.6	14.1	51.0
COL JOSEPH BELT JR	7-9	923	15.0	93.8	59.5	2.0	11.1	16.5	44.7
COL ZADOK MAGRUDER SR	10-12	1,447	16.5	92.7	84.5	3.0	12.5	25.7	57.7
DAMASCUS SR	9-12	1,113	15.8	90.4	67.5	3.0	15.1	13.2	69.5
EARLE B WOOD JR	7-9	1,292	19.1	96.2	64.5	3.0	13.7	26.5	65.9
EASTERN JR	7-9	761	16.2	94.8	44.0	3.0	12.5	19.3	48.9

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
ALBERT EINSTEIN SR	11	367	90.1	92.0	94.2	96.4	93.7
ARGYLE JR	7	222	91.8	91.8	86.9	95.9	93.2
	9	303	83.4	88.7	90.0	92.4	89.1
BEN BANNEKER JR	7	242	93.3	87.6	88.8	95.0	92.5
	9	319	89.3	89.6	93.4	98.1	92.1
BETHESDA CHEVY CHASE	11	443	92.6	95.8	95.8	97.9	96.5
CABIN JOHN JR	7	264	95.8	89.7	89.0	96.2	93.9
	9	276	90.2	92.3	94.5	97.1	94.2
CHARLES W WOODWARD SR	11	348	90.2	89.0	90.8	89.0	89.3
COL E BROOKE LEE JR	7	223	88.3	85.2	86.9	92.3	90.1
	9	241	82.1	88.3	89.2	93.3	89.6
COL JOSEPH BELT JR	7	280	81.0	79.6	80.0	88.9	81.7
	9	320	79.3	83.7	86.8	92.8	86.5
COL ZADOK MAGRUDER	11	409	96.3	98.0	98.5	99.5	99.0
DAMASCUS SR	9	314	77.3	80.5	86.3	93.6	85.9
	11	283	94.3	96.1	97.1	99.2	98.2
EARLE B WOOD JR	7	367	93.1	91.2	91.8	96.1	95.0
	9	368	92.3	91.8	94.5	97.2	94.5
EASTERN JR	7	193	79.2	69.4	72.5	92.3	76.6
	9	265	76.6	80.0	86.4	92.0	83.3

MONTGOMERY COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
EDWIN W BROOME JR	7-9	780	13.2	93.6	57.0	2.0	9.9	18.3	43.2
FRANCIS SCOTT KEY JR	709	873	15.9	94.5	51.7	3.0	10.7	23.0	56.1
GAITHERSBURG JR	7-9	1,036	15.2	92.1	65.0	3.0	15.3	21.4	51.5
GAITHERSBURG SR	10-12	1,368	15.3	86.1	86.5	3.0	14.2	25.8	60.9
HERBERT HOOVER JR	7-9	904	16.3	96.1	52.5	3.0	12.0	20.3	59.5
JOHN F KENNEDY SR	10-12	1,079	16.0	91.9	64.5	3.0	13.2	20.1	68.1
JOHN T BAKER JR	7-8	601	16.4	93.9	34.7	2.0	11.8	26.5	57.2
JULIUS WEST JR	7-9	947	15.5	94.6	58.0	3.0	10.5	16.2	44.3
KENSINGTON JR	7-10	803	14.0	94.6	54.5	3.0	10.1	22.2	47.8
LELAND JR	7-9	765	15.9	94.9	46.0	2.0	10.0	23.5	39.6
MONTGOMERY VILLAGE JR	7-9	863	16.0	94.4	51.0	3.0	10.5	26.3	36.1

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
EDWIN W BROOME JR	7	202	79.7	76.2	76.7	87.1	80.6
	9	232	70.6	75.0	76.7	87.0	80.1
FRANCIS SCOTT KEY JR	7	288	83.6	79.1	77.7	86.1	81.9
	9	244	78.2	[illegible]7	88.9	94.2	88.1
GAITHERSBURG JR	7	360	76.9	72.7	75.5	83.8	76.9
	9	329	79.9	82.0	85.4	91.1	86.3
GAITHERSBURG SR	11	413	92.0	94.1	95.6	97.0	95.1
HERBERT HOOVER JR	7	257	95.7	91.0	[illegible]	97.2	95.7
	9	331	87.9	90.0	90.6	93.6	91.8
JOHN F KENNEDY SR	11	323	89.1	92.5	93.1	96.2	92.5
JOHN T BAKER JR	7	317	86.7	85.1	82.0	92.1	86.7
JULIUS WEST JR	7	272	83.0	79.0	77.5	87.1	83.4
	9	289	81.6	84.7	88.5	91.7	88.9
KENSINGTON JR	7	160	90.0	90.6	84.3	93.7	89.3
	9	225	86.6	88.4	91.1	94.6	91.1
LELAND JR	7	224	93.7	88.3	91.9	95.9	94.1
	9	232	96.1	99.1	97.8	99.1	98.2
MONT VILLAGE JR	7	291	93.4	89.6	87.6	94.5	92.0
	9	284	86.6	89.7	92.2	96.1	91.5

MONTGOMERY COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
MONTGOMERY BLAIR SR	10-12	1,899	18.4	89.3	99.4	4.0	12.1	21.0	62.8
NEWPORT JR	7-9	953	15.4	95.8	59.0	3.0	12.5	20.0	48.4
NORTH BETHESDA JR	7-9	939	16.3	96.2	58.5	2.0	12.2	23.5	55.4
NORTHWOOD SR	10-12	1,637	16.7	92.4	94.7	3.0	13.6	16.8	57.5
PAINT BRANCH SR	10-12	1,103	16.1	91.5	65.5	3.0	11.4	19.4	53.3
PARKLAND JR	7-9	1,096	16.1	95.6	65.0	3.0	9.9	21.6	48.5
POOLESVILLE JR SR	7-12	694	14.8	92.2	45.0	2.0	12.5	20.5	59.6
RANDOLPH JR	7-9	680	14.0	93.5	46.6	2.0	9.5	22.9	42.4
REDLAND JR	7-9	1,006	15.7	94.1	61.0	3.0	8.3	25.7	39.1
RICHARD MONTGOMERY SR	10-12	1,285	13.9	86.5	88.5	4.0	12.4	11.9	53.5
RIDGEVIEW JR	7-9	1,199	17.1	92.4	67.2	3.0	8.5	20.0	39.6

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
MONTGOMERY BLAIR SR	11	541	88.9	90.9	93.5	96.4	92.9
NEWPORT JR	7	263	80.9	74.5	76.0	88.2	81.3
	9	289	75.7	79.9	85.8	91.0	83.7
NORTH BETHESDA JR	7	239	93.7	91.6	85.7	94.9	92.4
	9	320	90.0	93.1	95.9	98.1	95.9
NORTHWOOD SR	11	497	92.7	97.3	97.3	98.5	97.5
PAINT BRANCH SR	11	396	90.4	94.1	95.9	97.7	95.7
PARKLAND JR	7	266	86.0	78.9	80.8	87.9	85.3
	9	350	80.0	85.4	89.4	95.7	89.4
POOLESVILLE JR SR	7	128	80.4	76.5	74.2	88.2	78.9
	9	134	70.8	76.1	84.3	88.8	80.5
	11	65	84.6	92.3	90.7	93.8	92.3
RANDOLPH JR	7	163	84.6	77.9	77.3	84.6	81.3
	9	181	80.6	83.9	86.1	91.7	85.6
REDLAND JR	7	294	90.1	84.0	84.6	92.1	89.7
	9	327	79.5	82.5	87.1	90.5	85.3
RICHARD MONT SR	11	332	88.5	91.2	94.2	96.9	93.0
RIDGEVIEW JR	7	407	83.5	83.5	79.1	89.9	83.5
	9	388	76.2	80.1	82.7	91.2	84.0

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ROBERT E PEARY SR	10-12	1,712	19.1	92.5	86.5	3.0	13.3	28.3	57.5
ROBERT FROST JR	7-8	950	17.0	96.2	53.0	3.0	11.3	18.0	48.2
ROCKVILLE SR	9-12	1,397	16.0	93.5	84.5	3.0	12.9	20.2	57.1
SENECA VALLEY SR	10-12	1,191	16.1	91.2	71.0	3.0	11.8	19.0	44.6
SHERWOOD SR	9-12	1,244	15.7	90.5	76.0	3.0	11.8	14.0	41.8
SLIGO JR	7-9	1,073	16.8	95.1	60.9	3.0	11.8	18.6	46.9
SOUTHLAWN MIDDLE	5-8	429	13.6	94.0	29.5	2.0	10.1	14.9	39.7
SPRINGBROOK SR	10-12	1,873	19.9	94.2	90.0	4.0	13.9	25.7	64.9
TAKOMA PARK JR	7-9	803	14.2	91.8	53.5	3.0	9.9	13.0	46.0
THOMAS S WOOTTON SR	9-12	1,836	17.2	95.8	102.6	4.0	12.5	16.3	56.7
THOMAS W PYLE JR	7-9	1,164	17.0	96.2	65.4	3.0	11.1	17.8	38.0

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
ROBERT E PEARY SR	11	562	94.4	97.1	96.9	98.7	97.3
ROBERT FROST JR	7	435	93.3	89.8	90.8	95.8	94.2
ROCKVILLE SR	9	246	82.1	79.6	86.9	94.3	86.1
	11	316	87.9	91.7	93.0	96.5	93.0
SENECA VALLEY SR	11	427	94.6	97.1	96.9	98.8	97.6
SHERWOOD SR	9	309	77.3	81.5	84.4	90.2	84.1
	11	296	88.1	90.8	93.2	96.9	92.9
SLIGO JR	7	269	82.8	73.6	78.0	87.3	81.7
	9	347	76.9	79.5	86.1	90.4	83.5
SOUTHLAWN MIDDLE	7	110	69.0	64.5	65.4	77.2	68.1
SPRINGBROOK SR	11	591	91.8	94.0	96.4	96.7	94.7
TAKOMA PARK JR	7	229	71.1	63.7	68.1	79.0	68.9
	9	260	53.8	65.7	69.2	77.3	66.5
THOMAS S WOOTTON SR	9	486	86.0	89.7	92.7	95.6	91.9
	11	441	95.4	96.8	98.8	98.6	98.4
THOMAS W PYLE JR	7	295	96.2	94.2	94.2	97.9	96.9
	9	370	89.7	90.2	93.7	96.4	94.3

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

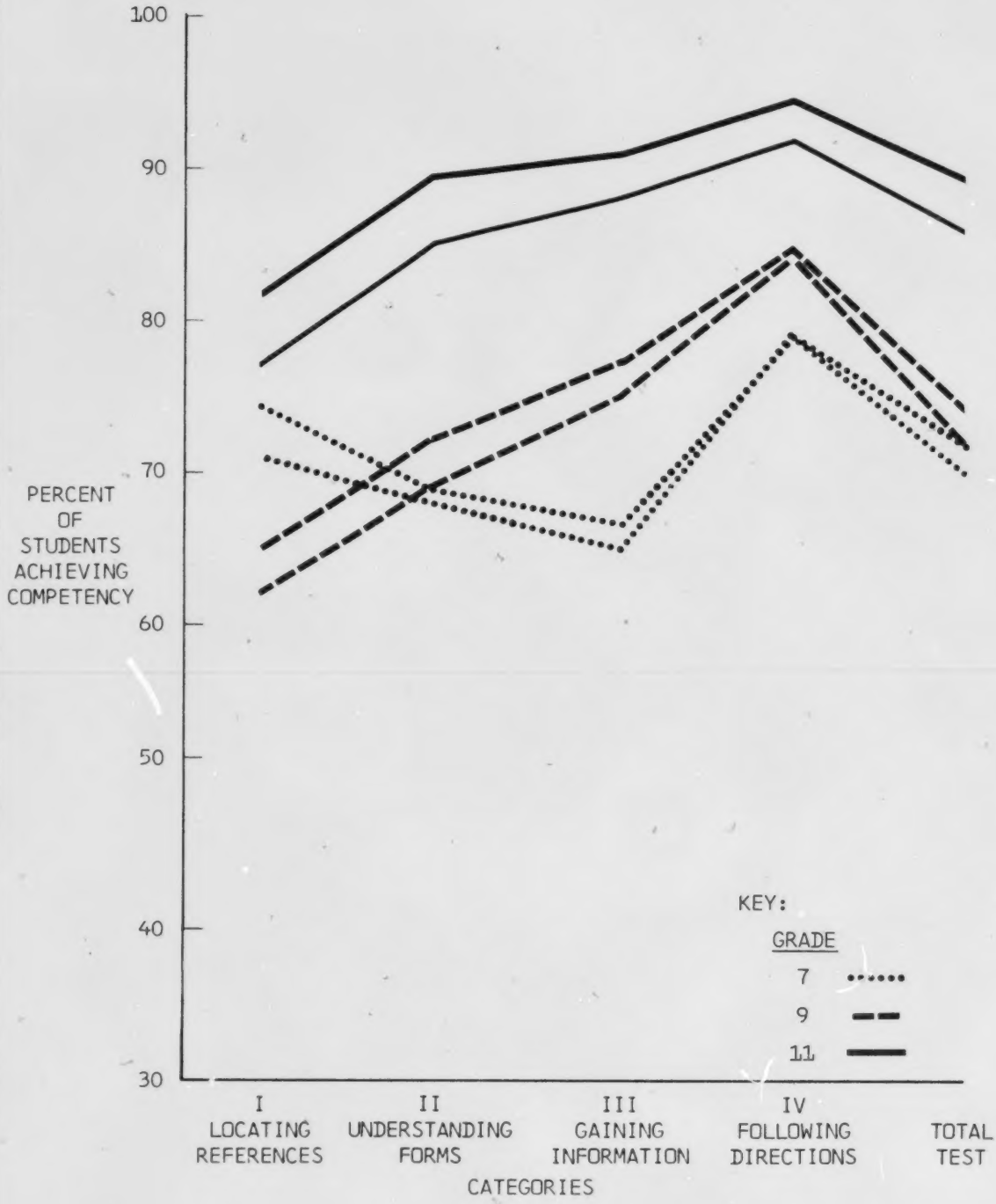
SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
TILDEN JR	7-10	767	15.3	96.3	48.0	2.0	11.2	21.5	52.0
WALT WHITMAN SR	10-12	2,087	19.6	93.2	102.5	4.0	16.6	20.5	76.5
WALTER JOHNSON SR	10-12	1,414	18.6	91.3	73.0	3.0	17.7	18.7	73.7
WESTERN JR	7-9	803	15.4	96.0	50.0	2.0	12.9	8.0	39.4
WHEATON SR	10-12	1,775	19.0	86.9	89.5	4.0	15.9	19.7	55.1
WHITE OAK JR	7-9	1,022	15.8	95.4	61.5	3.0	13.0	22.9	46.5
W H FARQUHAR MIDDLE	6-8	1,016	16.1	94.5	60.0	3.0	9.3	18.7	42.1
WINSTON CHURCHILL SR	10-12	1,807	17.5	94.1	99.5	4.0	14.9	18.9	72.9

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
TILDEN JR	7	216	96.2	97.6	92.5	99.0	97.6
	9	235	94.8	95.3	97.8	99.1	97.8
WALT WHITMAN SR	11	578	97.9	97.7	98.7	99.1	98.4
WALTER JOHNSON SR	11	392	94.3	95.9	97.4	98.7	96.6
WESTERN JR	7	218	91.2	88.5	87.1	94.9	92.2
	9	255	88.6	92.1	95.6	97.6	93.3
WHEATON SR	11	529	82.7	86.9	90.1	92.4	89.2
WHITE OAK JR	7	301	91.0	87.7	87.0	93.3	91.6
	9	315	88.2	89.8	95.2	97.4	92.6
W H FARQHAR MIDDLE	7	345	89.8	88.1	85.7	93.3	89.8
WINSTON CHURCHILL SR	11	604	96.3	97.6	98.3	99.0	98.3

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	7,717	71	7,391	68	7,065	65	8,587	79	7,608	70
Grade 9	6,958	62	7,743	69	8,417	75	9,426	84	8,080	72
Grade 11	6,847	77	7,558	85	7,825	88	8,181	92	7,647	86
1976-1977										
Grade 7	7,709	67	7,077	62	6,915	60	8,448	74	7,379	64
Grade 11	6,984	78	7,662	86	7,865	88	8,225	92	7,704	86
1975-1976										
Grade 7	7,775	67	6,737	58	6,121	53	8,096	70	7,170	62
Grade 11	6,400	71	7,245	81	7,373	82	7,671	86	7,340	82

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	10,869	93.7
Grade 9	11,222	93.6
Grade 11	8,892	81.6
1976-1977		
Grade 7	11,490	92.4
Grade 9		
Grade 11	8,927	83.0
1975-1976		
Grade 7	11,577	9[illegible].5
Grade 9		
Grade 11	8,972	[illegible]5.0

PRINCE GEORGE'S COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ANDREW JACKSON JR	7-9	751	17.1	93.4	41.0	3.0	8.3	19.0	29.5
BELAIR JR	7-9	845	17.9	96.1	44.2	3.0	9.4	14.3	36.4
BELTSVILLE JR	7-9	871	19.3	95.0	43.1	2.0	12.3	23.5	44.3
BENJAMIN D FOULDIS JR	7-9	805	17.1	90.8	44.0	3.0	9.1	19.3	36.2
BENJAMIN STODDERT JR	7-9	745	17.7	91.9	40.0	2.0	12.0	19.5	35.7
BENJAMIN TASKER JR	7-9	1,145	19.0	94.5	57.2	3.0	10.3	21.7	48.5
BLADENSBURG JR	7-9	846	18.6	89.3	46.0	2.0	11.0	24.5	19.8
BLADENSBURG SR	10-12	2,214	19.6	82.9	108.0	5.0	12.8	21.3	34.5
BUCK LODGE JR	7-9	984	18.9	93.2	49.1	3.0	11.5	18.0	48.2
BOWIE SR	10-12	2,873	19.3	82.2	143.0	6.0	12.6	15.7	42.9
CENTRAL SR	10-12	1,210	19.7	90.3	58.3	3.0	11.0	23.8	42.1
CHARLES CARROLL JR	7-9	909	18.4	92.3	46.5	3.0	9.9	17.0	30.3

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
ANDREW JACKSON JR	7	291	56.0	54.0	48.5	66.3	55.3
	9	215	40.9	47.9	60.9	71.2	52.1
BELAIR JR	7	227	84.1	80.2	76.7	85.9	81.1
	9	265	78.5	83.4	84.9	91.3	85.3
BELTSVILLE JR	7	285	77.5	76.5	71.9	84.6	77.5
	9	287	68.6	76.3	80.8	90.9	80.5
BENJAMIN D FOULDIS	7	212	67.0	64.2	58.5	72.6	64.2
	9	220	42.7	52.3	60.5	71.4	53.2
BENJAMIN STODDERT JR	7	187	66.8	61.0	59.4	81.8	62.6
	9	190	47.4	58.9	66.8	75.3	60.0
BENJAMIN TASKER JR	7	285	78.6	67.4	68.1	81.8	72.3
	9	331	58.9	62.2	67.1	78.9	65.9
BLADENSBURG JR	7	283	63.3	59.7	56.2	73.1	62.2
	9	255	52.2	64.3	71.0	79.2	67.8
BLADENSBURG SR	11	621	68.1	79.7	83.3	88.2	80.4
BUCK LODGE JR	7	303	68.6	65.7	64.7	80.2	69.0
	9	285	70.9	74.0	80.0	85.3	76.8
BOWIE SR	11	841	89.3	93.7	94.3	96.4	94.4
CENTRAL SR	11	339	70.8	80.8	84.1	88.8	81.7
CHARLES CARROL JR	7	233	70.4	68.7	64.8	79.4	70.8
	9	274	66.1	66.4	73.4	83.6	72.3

PRINCE GEORGE'S COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
DUVAL SR	10-12	1,830	19.2	93.8	90.5	5.0	11.9	23.3	51.3
DWIGHT D EISENHOWER	7-9	1,175	19.1	92.8	58.4	3.0	8.5	24.5	30.0
ELEANOR ROOSEVELT SR	9-11	1,383	18.2	95.5	72.1	4.0	9.5	15.0	43.5
EUGENE BURROUGHS JR	7-9	1,005	19.5	95.1	48.5	3.0	11.4	23.0	40.8
FAIRMOUNT HEIGHTS SR	10-12	1,283	19.3	86.0	62.4	4.0	9.0	24.0	42.8
FRANCIS S KEY JR	7-9	920	18.1	92.5	47.7	3.0	10.1	18.1	28.0
FREDERICK DOUGLASS SR	10-12	924	18.3	92.1	47.5	3.0	12.1	23.0	35.6
FREDERICK SASSCER JR	7-9	969	19.0	94.3	49.0	2.0	8.6	20.5	21.6
FRIENDLY SR	10-12	1,538	18.6	92.8	78.6	4.0	12.1	17.5	46.2
G GARDNER SHUGART JR	7-9	771	18.3	94.1	39.0	3.0	5.8	19.7	30.9
GLENRIDGE JR	7-9	934	17.6	92.0	49.0	3.0	10.1	19.0	30.8
GREENBELT JR	7-9	887	18.5	94.1	46.0	2.0	11.5	20.5	43.7

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
DUVAL SR	11	461	75.7	85.7	86.6	91.3	83.7
DWIGHT D EISENHOWER	7	351	82.1	74.4	72.1	84.9	78.9
	9	324	66.7	75.0	79.3	88.3	79.3
ELEANOR ROOSEVELT SR	9	249	99.2	.0	.0	99.6	99.6
	11	452	86.1	93.8	95.8	97.1	95.1
EUGENE BURROUGHS JR	7	311	88.7	83.3	84.6	92.6	88.4
	9	355	76.1	82.8	88.2	92.4	94.5
FAIRMONT HEIGHTS SR	11	292	57.9	73.3	74.7	82.5	71.6
FRANCIS S KEY JR	7	274	52.2	46.4	46.4	58.8	46.0
	9	304	35.5	50.3	57.6	67.1	48.0
FREDERICK DOUGLASS SR	11	291	73.2	83.5	86.6	92.4	84.5
FREDERICK SASSCER JR	7	238	69.7	68.1	69.7	77.3	70.2
	9	253	61.7	69.2	77.5	87.4	71.9
FRIENDLY SR	11	492	87.4	90.0	94.5	94.1	93.7
G GARDNER SHUGART JR	7	246	63.0	58.9	58.1	75.2	63.0
	9	244	54.5	63.5	75.0	82.8	67.2
GLENRIDGE JR	7	242	61.6	61.6	52.5	71.9	60.7
	9	263	49.8	63.5	63.5	77.9	62.0
GREENBELT JR	7	245	74.3	70.2	66.1	80.8	73.9
	9	285	56.5	68.8	70.9	81.4	68.8

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
GYWNN PARK JR	7-9	971	18.7	95.0	50.0	2.0	7.4	17.5	25.0
GWYNN PARK SR	10-12	1,236	19.0	83.4	61.9	3.0	10.6	27.0	39.1
HIGH POINT SR	10-12	2,400	19.3	91.0	118.5	6.0	12.2	16.9	50.2
HYATTSVILLE JR	7-9	707	17.4	86.0	38.7	2.0	9.1	20.5	31.2
JAMES MADISON JR	7-9	942	18.5	92.9	49.0	2.0	8.7	20.0	35.3
JOHN HANSON JR	7-9	1,131	19.3	91.0	55.5	3.0	9.5	19.3	34.2
KENMOOR JR	7-9	909	19.4	90.3	43.9	3.0	8.5	18.0	31.1
KENT JR	7-9	704	15.6	93.5	42.1	3.0	9.4	12.0	31.3
KETTERING JR	NO RESOURCE DATA AVAILABLE AS OF 9/77								
KETTERING	NO RESOURCE DATA AVAILABLE AS OF 9/77								
LARGO SR	10-12	1,795	19.5	87.2	88.0	4.0	10.4	18.3	47.8
LAUREL JR	7-9	801	18.4	90.9	41.6	2.0	11.5	27.0	36.9
LAUREL SR	10-12	1,667	18.3	92.2	87.2	4.0	11.7	20.0	43.5

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
GWYNN PARK JR	7	296	65.9	66.6	60.1	73.0	66.9
	9	295	52.5	55.9	62.0	72.2	59.0
GWYNN PARK SR	11	346	69.9	77.2	80.3	85.5	78.0
HIGH POINT SR	11	726	85.8	90.2	93.3	96.3	92.1
HYATTSVILLE JR	7	208	61.1	58.7	59.6	74.0	61.5
	9	191	56.5	65.4	75.9	84.8	70.2
JAMES MADISON JR	7	263	79.8	73.8	68.8	81.4	73.8
	9	258	60.9	72.9	74.8	85.7	72.5
JOHN HANSON JR	7	352	72.2	67.3	66.5	81.5	71.8
	9	361	67.0	77.8	75.9	87.0	74.8
KENMOOR JR	7	279	58.1	61.3	56.3	70.3	58.4
	9	262	40.1	56.5	60.3	74.0	52.3
KENT JR	7	205	71.7	69.3	67.3	79.5	69.8
	9	202	43.6	52.0	60.4	71.3	52.8
KETTERING JR	7	261	81.2	78.2	78.9	89.3	80.1
KETTERING	9	241	74.3	81.3	80.9	89.6	80.5
LARGO SR	11	453	74.0	83.4	85.7	90.9	82.8
LAUREL JR	7	218	67.0	67.0	61.0	75.2	66.5
	9	219	61.2	73.5	73.5	85.4	72.1
LAUREL SR	11	517	80.1	89.0	88.6	95.0	88.4

PRINCE GEORGE'S COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
LORD BALTIMORE JR	7-9	986	18.2	92.7	52.2	2.0	9.9	22.0	29.5
MARTIN LUTHER KING JR	7-9	1,014	19.5	95.3	49.0	3.0	10.7	24.8	30.8
MARY MCLOUD BETHUNE JR	7-9	760	17.7	89.8	40.0	3.0	7.3	13.7	25.6
MT RAINIER JR	7-9	586	16.2	88.2	34.1	2.0	8.6	12.5	33.5
NICHOLAS OREM JR	7-9	676	17.8	92.9	36.0	2.0	9.5	23.5	25.8
NORTHWESTERN SR	10-12	2,340	19.7	85.2	112.7	6.0	12.9	21.9	44.0
OXON HILL JR	7-9	924	18.9	96.8	47.0	2.0	9.0	19.5	28.6
OXON HILL SR	10-12	1,587	19.3	91.7	79.0	3.0	11.2	19.8	45.1
PARKDALE SR	10-12	2,250	19.5	87.8	110.5	5.0	11.5	21.0	36.8
POTOMAC SR	10-12	1,700	19.5	89.6	83.1	4.0	10.1	18.4	37.9
ROBERT GODDARD JR	7-9	1,171	20.1	89.3	54.1	4.0	9.9	19.5	29.4
ROGER B TANEY JR	7-9	876	18.2	92.3	46.1	2.0	11.4	21.5	43.0

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
LORD BALTIMORE JR	7	296	78.7	74.3	73.6	84.8	79.1
	9	291	66.0	76.3	85.6	92.1	80.8
MARTIN LUTHER KING JR	7	255	89.8	85.5	85.5	89.8	88.2
	9	310	81.0	86.1	88.4	92.9	86.8
MARY MCLEOD BETHUNE JR	7	205	64.4	59.5	52.7	69.3	59.5
	9	201	48.8	58.2	67.7	72.6	58.7
MT RAINIER JR	7	169	58.0	52.7	50.9	72.2	56.2
	9	142	52.1	66.2	68.3	84.5	64.8
NICHOLAS OREM JR	7	186	69.9	69.9	62.4	79.6	68.3
	9	204	59.8	69.6	74.5	83.8	72.5
NORTHWESTERN SR	11	581	74.9	83.8	84.9	90.5	82.8
OXON HILL JR	7	275	77.8	73.1	71.3	84.4	77.5
	9	295	60.0	67.5	76.9	86.1	72.9
OXON HILL SR	11	477	82.0	86.8	91.8	95.4	89.3
PARKDALE SR	11	606	75.4	84.0	86.6	89.8	85.8
POTOMAC SR	11	520	73.5	81.5	85.6	89.2	84.8
ROBERT GODDARD JR	7	385	60.0	55.1	53.8	71.4	57.7
	9	332	57.5	67.8	73.2	83.1	69.3
ROGER B TANEY JR	7	237	71.7	68.4	66.2	81.0	73.8
	9	258	64.3	69.8	74.8	82.6	72.1

PRINCE GEORGE'S COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

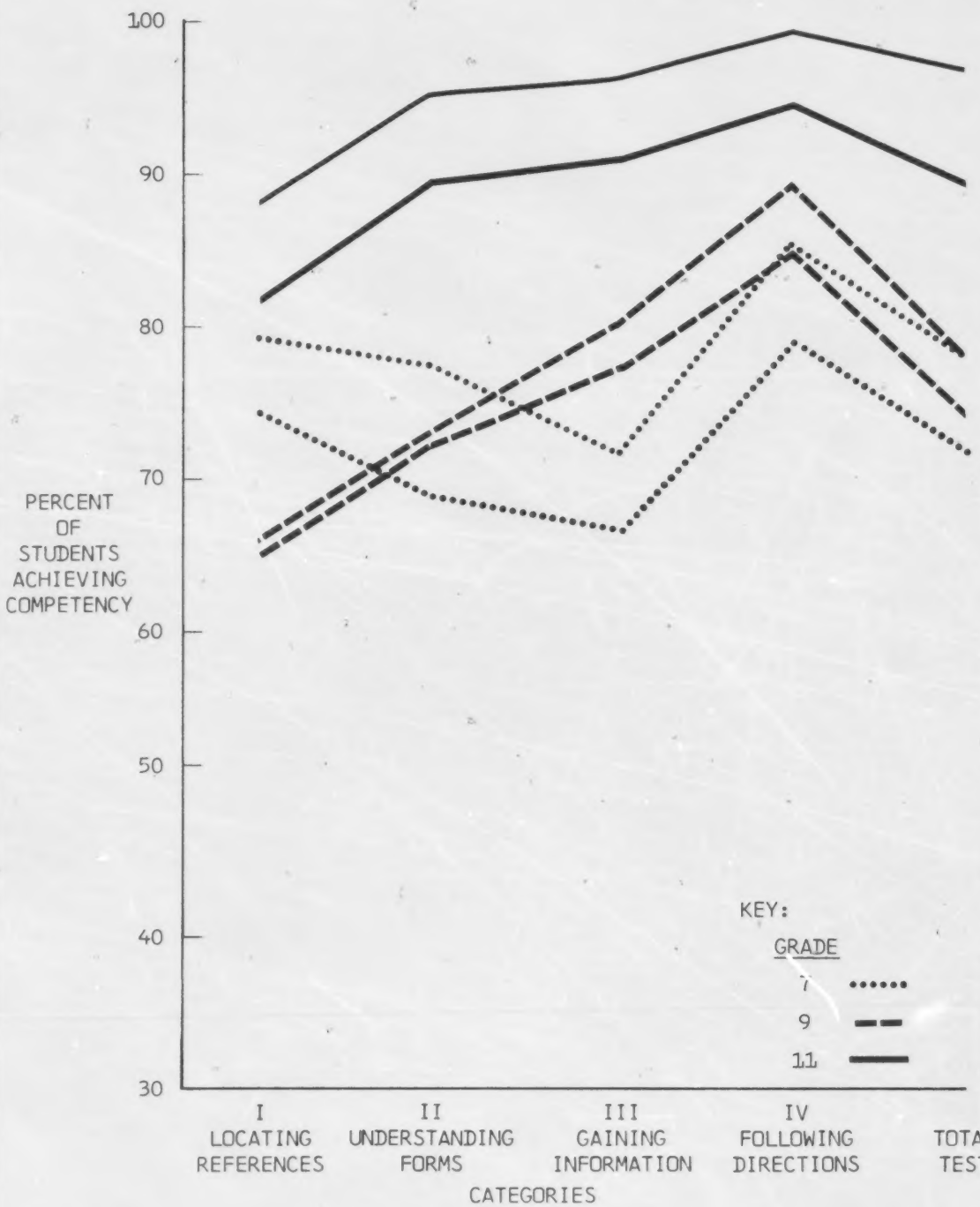
SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
ROLLINGCREST JR	7-9	666	17.8	92.9	35.5	2.0	12.4	24.7	38.7
SAMUEL OGLE JR	7-9	1,283	18.8	95.9	65.3	3.0	10.1	25.0	37.0
SPAULDING JR	7-9	701	17.7	90.1	36.5	3.0	9.5	15.2	25.3
STEPHEN DECATUR JR	7-9	820	18.9	94.9	41.5	2.0	10.2	19.5	37.0
SUITLAND JR	7-9	785	18.9	90.8	38.6	3.0	8.3	14.0	44.7
SUITLAND SR	10-12	2,195	18.9	85.2	112.0	4.0	10.1	19.4	52.6
SURRATTSVILLE JR	7-9	903	19.2	94.5	45.0	2.0	11.0	22.5	36.2
SURRATTSVILLE SR	10-12	1,164	19.0	92.7	58.2	3.0	12.7	28.1	46.1
THOMAS G PULLEN JR	7-9	1,229	19.9	94.6	58.9	3.0	6.3	26.0	25.7
THOMAS JOHNSON JR	7-9	976	17.1	93.0	54.0	3.0	7.3	22.9	24.6
THOMAS JOHNSON	NO RESOURCE DATA AVAILABLE AS OF 9/77								
WALKER MILL JR	7-9	923	17.4	94.0	50.9	2.0	9.5	28.0	19.8
WILLIAM WIRT JR	7-9	788	18.5	89.7	40.5	2.0	12.7	23.5	35.3

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
ROLLINGCREST JR	7	225	68.4	63.6	59.1	80.0	67.1
	9	181	59.7	68.5	75.1	79.6	71.3
SAMUEL OGLE JR	7	412	88.1	87.9	85.2	92.0	88.6
	9	394	80.7	84.8	87.6	94.7	86.8
SPAULDING JR	7	215	54.9	47.0	47.9	63.7	53.5
	9	207	55.1	57.5	67.1	81.2	63.3
STEPHEN DECATUR JR	7	225	76.4	74.2	71.6	83.1	75.1
	9	258	65.9	74.8	80.2	86.8	77.9
SUITLAND JR	7	263	61.2	61.2	51.3	71.1	62.0
	9	239	43.5	55.2	63.6	77.0	60.3
SUITLAND SR	11	553	65.3	79.7	82.8	86.6	77.8
SURRATTSVILLE JR	7	268	84.7	79.9	79.5	89.6	84.3
	9	294	72.8	75.2	83.0	93.2	83.3
SURRATTSVILLE SR	11	324	82.4	86.4	90.1	95.7	88.9
THOMAS G PULLEN JR	7	213	74.2	69.5	68.1	78.4	70.9
	9	226	69.9	68.1	77.4	85.8	77.0
THOMAS JOHNSON JR	7	267	72.3	71.5	70.0	83.1	73.0
THOMAS JOHNSON	9	318	65.1	74.2	78.3	87.1	76.4
WALKER MILL JR	7	283	66.1	57.6	59.4	72.4	61.5
	9	261	60.9	69.7	73.2	84.3	71.3
WILLIAM WIRT JR	7	195	67.2	63.6	61.5	76.4	66.7
	9	183	60.1	68.3	69.9	83.6	71.0

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY I Locating References		CATEGORY II Understanding Forms		CATEGORY III Gaining Information		CATEGORY IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	322	79	313	77	293	72	346	85	317	78
Grade 9	288	66	319	73	350	80	389	89	341	78
Grade 11	304	88	328	95	331	96	342	99	335	97
1976-1977										
Grade 7	305	78	279	71	281	72	322	82	303	78
Grade 11	284	79	298	83	312	87	324	90	310	86
1975-1976										
Grade 7	261	73	242	68	205	57	258	72	248	69
Grade 11	212	66	241	75	257	80	270	84	254	79

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	407	93.8
Grade 9	437	84.9
Grade 11	345	94.8
1976-1977		
Grade 7	388	95.1
Grade 9		
Grade 11	358	94.7
1975-1976		
Grade 7	358	84.8
Grade 9		
Grade 11	322	97.3

QUEEN ANNE'S COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

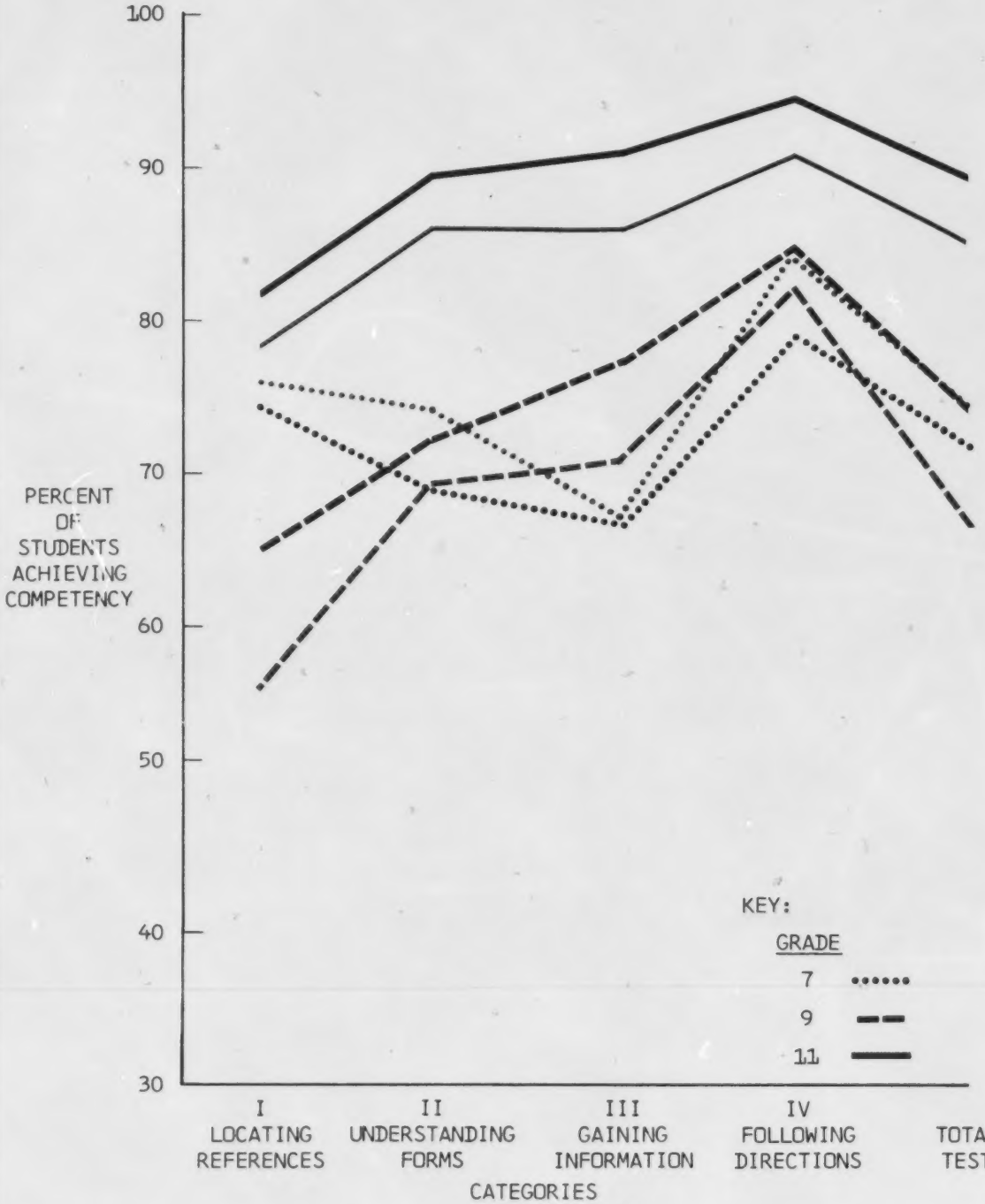
SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
CENTERVILLE MIDDLE	4-8	931	19.0	95.3	46.9	2.0	9.4	22.8	24.5
QUENN ANNE'S COUNTY SR	9-12	1,588	20.2	92.3	75.5	3.0	11.1	14.3	36.9
STEVENSVILLE MIDDLE	5-8	451	20.5	95.1	21.0	1.0	5.0	12.5	31.8
SUDLERSVILLE MIDDLE	5-8	349	18.4	94.9	18.0	1.0	10.0	8.0	21.1

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
CENTREVILLE MIDDLE	7	194	78.8	76.2	71.1	86.0	77.8
QUEEN ANNE'S COUNTY SR	9	437	66.1	73.2	80.0	89.4	78.2
	11	345	88.4	94.7	95.6	98.8	96.5
STEVENSVILLE MIDDLE	7	131	81.6	79.3	75.5	85.4	80.9
SUDLERSVILLE MIDDLE	7	82	75.6	76.8	69.5	82.9	75.6

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY I Locating References		CATEGORY II Understanding Forms		CATEGORY III Gaining Information		CATEGORY IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	730	76	711	74	644	67	807	84	711	74
Grade 9	572	56	705	69	726	71	838	82	685	67
Grade 11	553	78	610	86	610	86	645	91	603	85
1976-1977										
Grade 7	694	70	651	66	600	61	759	77	670	68
Grade 11	535	76	599	85	614	87	646	92	602	86
1975-1976										
Grade 7	642	67	606	64	501	53	687	72	617	65
Grade 11	350	58	435	72	441	73	461	76	437	72

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	961	97.7
Grade 9	1,022	91.7
Grade 11	709	89.2
1976-1977		
Grade 7	979	95.6
Grade 9		
Grade 11	700	90.8
1975-1976		
Grade 7	955	96.5
Grade 9		
Grade 11	607	89.4

ST. MARY'S COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

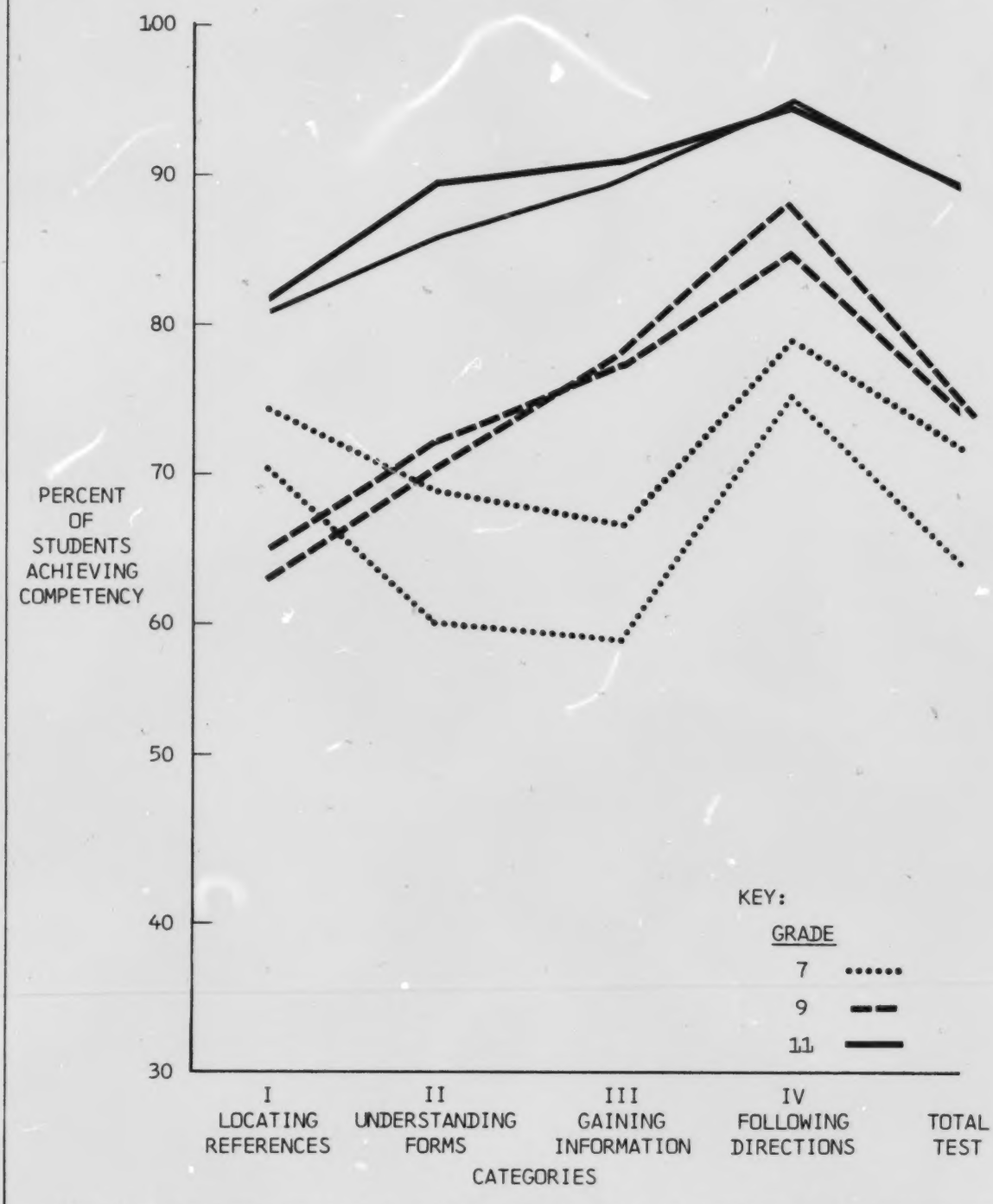
SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
CHOPTICON SR	9-12	1,782	23.8	92.5	71.0	4.0	9.1	14.0	25.3
ESPERANZA MIDDLE	6-8	714	16.6	94.5	40.5	2.5	9.9	14.8	25.6
GREAT MILLS SR	9-12	1,665	20.4	91.5	78.5	3.0	8.4	17.3	24.5
LEONARDTOWN MIDDLE	6-8	696	13.9	94.4	47.0	3.0	7.2	16.2	12.0
MARGARET BRENT MIDDLE	6-8	792	18.0	93.4	41.5	2.5	9.6	20.3	18.2
SPRING RIDGE MIDDLE	6-8	790	16.8	93.7	44.5	2.5	8.7	21.1	14.9

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
CHOPTICON SR	9	582	51.0	63.9	67.6	79.3	62.8
	11	385	75.3	85.7	84.9	89.8	80.6
ESPERANZA MIDDLE	7	221	74.6	75.1	68.7	90.0	75.1
GREAT MILLS SR	9	440	62.7	74.5	75.6	85.4	73.4
	11	324	81.1	87.3	87.3	92.2	87.3
LEONARDTOWN MIDDLE	7	229	79.0	73.3	68.5	82.0	78.1
MARGARET BRENT MIDDLE	7	249	75.1	72.2	61.4	78.3	68.6
SPRING RIDGE MIDDLE	7	262	74.8	75.5	68.3	85.4	75.9

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY I Locating References		CATEGORY II Understanding Forms		CATEGORY III Gaining Information		CATEGORY IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	214	70	184	60	181	59	230	75	196	64
Grade 9	231	63	257	70	286	78	323	88	275	75
Grade 11	214	81	227	86	235	89	251	95	235	89
1976-1977										
Grade 7	259	70	237	64	236	64	284	77	253	68
Grade 11	247	81	273	89	279	91	293	96	276	90
1975-1976										
Grade 7	212	57	188	50	158	42	214	57	193	52
Grade 11	134	50	171	64	174	65	193	72	169	63

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	306	99.0
Grade 9	367	97.6
Grade 11	264	93.0
1976-1977		
Grade 7	368	97.6
Grade 9		
Grade 11	304	93.3
1975-1976		
Grade 7	374	95.7
Grade 9		
Grade 11	268	95.0

SOMERSET COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

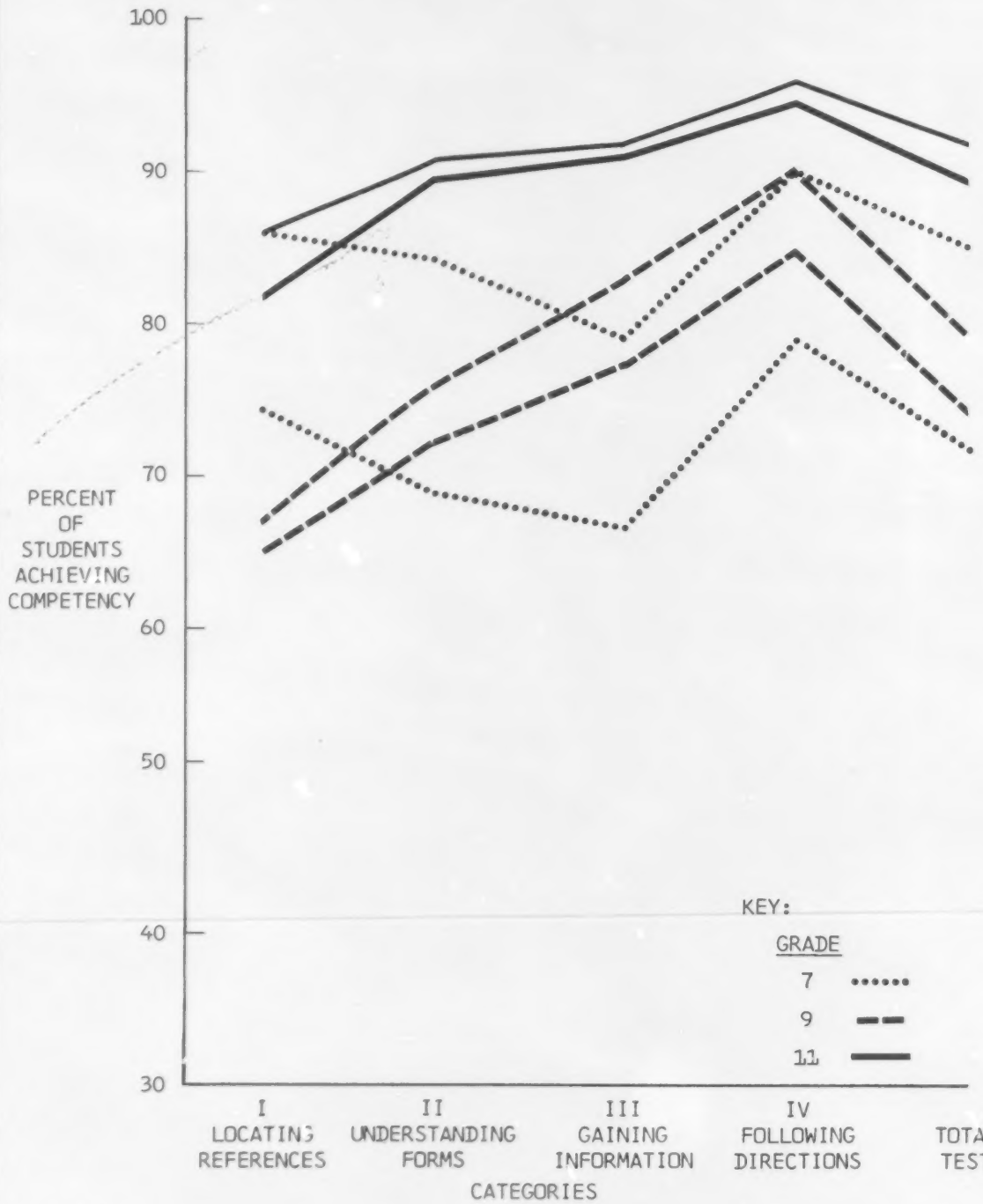
SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
CRISFIELD SR	9-12	541	17.5	92.5	29.0	2.0	11.7	16.5	16.1
DEAL ISLAND	K-9	229	17.6	93.7	11.0	2.0	11.2	27.5	23.1
EWELL	K-8	86	24.6	95.3	3.5		4.9		
SOMERSET JR	7-9	574	17.9	93.1	31.0	1.0	8.5	13.0	18.7
WASHINGTON SR	10-12	567	18.3	93.7	29.0	2.0	13.3	20.5	12.9
CARTER G WOODSON	6-8	304	16.9	93.5	16.0	2.0	8.4	24.7	11.1

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
CRISFIELD SR	9	151	61.5	66.2	76.8	86.0	73.5
	11	88	82.9	85.2	88.6	94.3	87.5
DEAL ISLAND	7	30	63.3	60.0	63.3	70.0	60.0
EWELL	7	8	62.5	50.0	50.0	75.0	50.0
SOMERSET JH	7	144	71.5	63.8	60.4	79.1	68.0
	9	216	64.8	72.6	78.2	89.8	75.4
WASHINGTON SR	11	176	79.5	86.3	88.6	94.8	89.2
CARTER G WOODSON	7	124	70.1	55.6	58.0	71.7	62.0

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	323	86	315	84	293	78	338	90	319	85
Grade 9	291	67	331	76	361	83	392	90	344	79
Grade 11	305	86	323	91	327	92	341	96	327	92
1976-1977										
Grade 7	293	81	293	81	278	77	312	86	302	83
Grade 11	274	86	290	91	297	93	302	95	293	92
1975-1976										
Grade 7	269	79	258	76	227	67	288	85	258	76
Grade 11	246	77	270	84	293	92	302	94	293	92

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	375	93.3
Grade 9	435	94.4
Grade 11	355	97.3
1976-1977		
Grade 7	360	90.7
Grade 9		
Grade 11	316	96.0
1975-1976		
Grade 7	339	87.4
Grade 9		
Grade 11	320	86.7

TALBOT COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

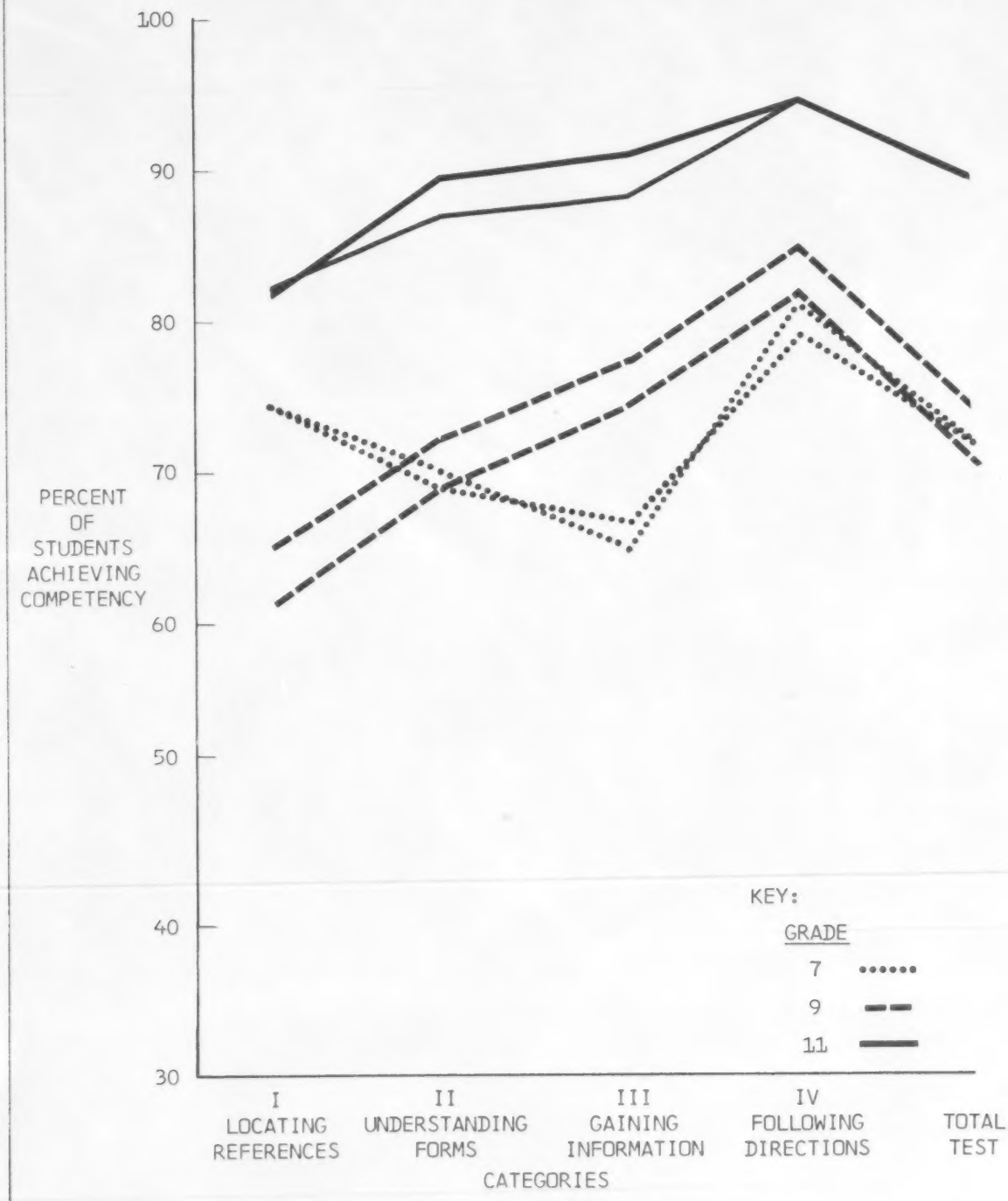
SCHOOL NAME	GRADE ORGANI-ZATION (1)	TOTAL SCHOOL ENROLL-MENT (2)	PUPIL/ STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTEN-DANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
EASTON MIDDLE	6-8	765	17.0	95.8	43.0	2.0	10.5	15.5	22.2
EASTON SR	9-12	1,151	18.0	92.9	61.0	3.0	9.5	23.5	28.1
ST MICHAELS MIDDLE	6-8	258	12.6	94.2	19.0	1.5	10.2	16.0	36.6
ST MICHAELS SR	9-12	375	12.9	91.2	27.0	2.0	9.2	25.0	34.5

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
EASTON MIDDLE	7	282	85.5	84.7	77.7	89.4	85.5
EASTON SR	9	316	65.5	75.6	82.5	89.5	78.7
	11	267	85.3	90.2	91.3	95.8	92.1
ST MICHAELS MIDDLE	7	93	86.0	80.6	77.4	90.3	84.9
ST MICHAELS SR	9	119	72.2	77.3	84.0	89.0	81.5
	11	88	89.7	92.0	94.3	96.5	92.0

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY									
	I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	1,256	74	1,188	70	1,103	65	1,375	81	1,222	72
Grade 9	1,208	61	1,366	69	1,465	74	1,624	82	1,406	71
Grade 11	1,218	82	1,292	87	1,307	88	1,396	94	1,322	89
1976-1977										
Grade 7	1,217	69	1,178	66	1,134	64	1,351	76	1,212	68
Grade 11	1,229	79	1,310	85	1,330	86	1,405	91	1,320	85
1975-1976										
Grade 7	1,315	70	1,219	65	1,109	59	1,391	74	1,282	68
Grade 11	1,042	70	1,148	77	1,153	77	1,237	83	1,171	78

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	1,697	96.8
Grade 9	1,980	92.7
Grade 11	1,485	89.0
1976-1977		
Grade 7	1,771	97.5
Grade 9		
Grade 11	1,547	92.8
1975-1976		
Grade 7	1,879	98.6
Grade 9		
Grade 11	1,497	91.8

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

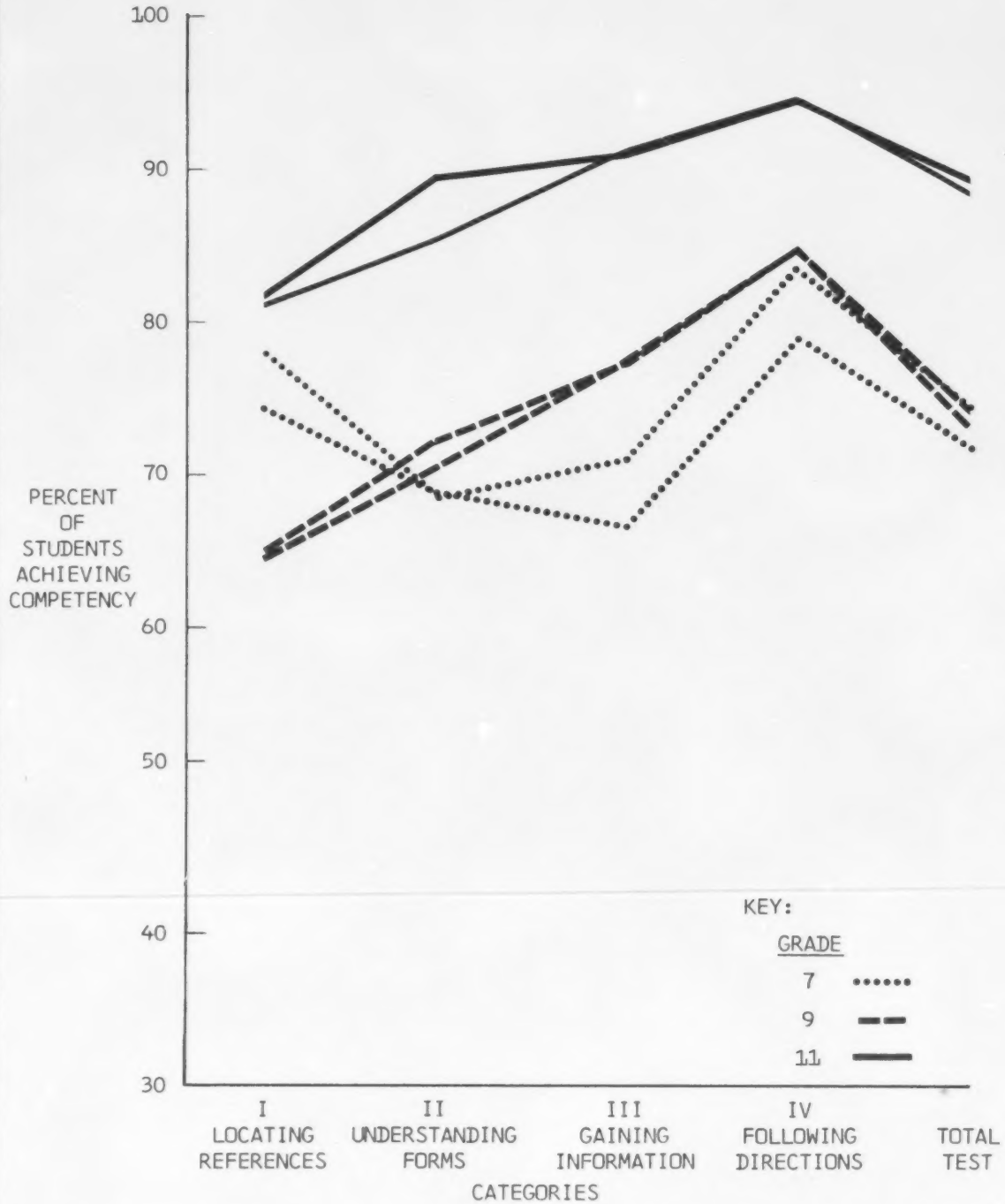
SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO. TEACHER (5)	TOTAL NO. ADMIN. (6)	AVERAGE YEARS EXPERIENCE TEACHER (7)	AVERAGE YEARS EXPERIENCE ADMIN. (8)	PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
BOONSBORO MIDDLE	6-8	601	20.0	95.5	28.0	2.0	11.2	17.5	40.0
BOONSBORO SR	9-12	946	20.1	93.4	45.0	2.0	14.0	17.7	46.8
CLEAR SPRING MIDDLE	6-8	449	19.5	95.3	21.0	2.0	10.8	17.0	26.1
CLEAR SPRING SR	9-12	576	19.2	92.3	28.0	2.0	10.8	16.9	40.0
E RUSSELL HICKS MIDDLE	6-8	1,012	20.2	97.3	48.0	2.0	11.1	23.5	38.0
HANCOCK MIDDLE SR	6-12	530	17.1	94.0	30.0	1.0	11.9	37.0	19.3
NORTH HAGERSTOWN SR	9-12	1,662	19.5	93.0	81.0	4.0	14.0	17.3	52.9
NORTH POTOMAC MIDDLE	6-8	878	19.1	95.3	44.0	2.0	13.4	32.5	34.8
SMITHSBURG MIDDLE	6-8	417	18.1	97.0	21.0	2.0	7.6	20.5	26.1
SMITHSBURG SR	9-12	932	21.2	93.2	42.0	2.0	12.3	17.0	38.6
SOUTH HAGERSTOWN SR	9-12	1,568	21.2	91.1	71.0	3.0	13.9	19.6	40.5
SPRINGFIELD MIDDLE	NO RESOURCE DATA AVAILABLE AS OF 9/77								
WESTERN HEIGHTS MIDDLE	NO RESOURCE DATA AVAILABLE AS OF 9/77								
WILLIAMSPORT SR	9-12	1,083	21.2	92.9	49.0	2.0	13.4	30.0	39.2

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
BOONSBORO MIDDLE	7	188	77.1	76.5	69.6	85.1	76.5
BOONSBORO SR	9	268	55.2	61.9	63.8	72.7	62.3
	11	234	74.3	82.9	81.1	88.0	81.1
CLEAR SPRING MIDDLE	7	123	78.0	73.9	74.7	84.5	77.2
CLEAR SPRING SR	9	153	60.1	64.7	71.2	80.3	69.2
	11	132	78.7	87.1	90.1	93.1	88.6
E RUSSELL HICKS MIDDLE	7	343	64.1	65.8	60.3	72.5	65.5
HANCOCK MIDDLE SR	7	71	60.5	59.1	57.7	71.8	60.5
	9	74	54.0	67.5	72.9	86.4	68.9
	11	78	75.6	88.4	91.0	97.4	91.0
NORTH HAGERSTOWN SR	9	433	71.1	78.0	83.6	90.5	79.2
	11	283	87.2	90.4	88.6	93.2	91.1
NORTH POTOMAC MIDDLE	7	279	77.0	70.9	70.6	86.0	75.2
SMITHSBURG MIDDLE	7	233	78.9	75.1	71.6	88.4	78.9
SMITHSBURG SR	9	281	69.0	75.0	80.4	90.7	77.9
	11	218	88.5	92.2	94.0	97.2	94.9
SOUTH HAGERSTOWN SR	9	487	50.1	60.1	64.0	73.3	62.6
	11	295	80.6	83.3	85.0	91.5	87.1
SPRINGFIELD MIDDLE	7	250	72.0	66.8	61.6	77.6	69.2
WESTERN HEIGHTS MIDDLE	7	210	79.5	66.1	58.0	78.0	70.9
WILLIAMSPORT SR	9	284	65.4	71.4	78.8	86.6	75.3
	11	245	84.0	89.3	92.2	97.9	93.4

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE



*"Achieving Competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test.

TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY I Locating References		CATEGORY II Understanding Forms		CATEGORY III Gaining Information		CATEGORY IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	774	78	675	68	704	71	823	83	734	74
Grade 9	660	64	722	70	794	77	866	84	753	73
Grade 11	735	81	771	85	825	91	853	94	798	88
1976-1977										
Grade 7	815	74	736	67	745	68	873	79	788	71
Grade 11	801	83	838	86	873	90	908	94	866	89
1975-1976										
Grade 7	840	76	758	68	688	62	862	78	795	72
Grade 11	693	78	740	83	770	87	796	90	777	87

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	992	95.7
Grade 9	1,031	96.0
Grade 11	907	96.1
1976-1977		
Grade 7	1,095	97.4
Grade 9		
Grade 11	965	97.0
1975-1976		
Grade 7	1,110	97.2
Grade 9		
Grade 11	889	96.0

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
JAMES M BENNETT SR	9-12	1,224	17.2	94.4	69.0	2.0	10.4	16.0	22.5
BENNETT JR	7-8	933	17.9	95.7	50.0	2.0	9.8	19.7	19.2
MARDELA JR SR	7-12	567	17.7	96.4	30.0	2.0	11.1	21.7	18.7
PARKSIDE SR	9-12	1,147	17.4	94.1	63.0	3.0	10.9	18.1	39.4
PITTSVILLE MIDDLE	K-8	494	15.6	95.3	29.8	1.8	8.3	23.4	15.2
WICOMICO JR	7-8	976	19.7	94.0	47.5	2.0	9.9	19.3	30.3
WICOMICO SR	9-12	1,278	18.0	93.3	67.9	3.0	10.8	20.6	31.0

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
JAMES M BENNETT SR	9	268	66.7	75.0	80.2	87.3	75.3
	11	240	86.2	90.0	93.3	94.1	92.0
BENNETT JR	7	379	78.1	67.5	68.6	78.6	70.9
MARDELA JR SR	7	103	72.8	63.1	68.9	81.5	71.8
	9	87	60.9	71.2	72.4	81.6	71.2
	11	90	76.6	74.4	85.5	94.4	82.2
PARKSIDE SR	9	335	63.2	71.0	80.8	85.9	75.2
	11	282	81.2	85.1	91.1	95.0	89.0
PITTSVILLE MIDDLE	7	85	65.8	58.8	57.6	78.8	63.5
WICOMICO JR	7	425	80.7	72.4	75.5	87.5	80.0
WICOMICO SR	9	341	63.0	65.6	73.3	81.5	69.2
	11	295	78.9	84.4	90.5	91.8	87.1

FIGURE 1.

SYSTEM LEVEL PROFILE -- MARYLAND FUNCTIONAL READING TEST. PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE LEVEL, 1977-1978, COMPARED TO STATEWIDE AVERAGE PERFORMANCE

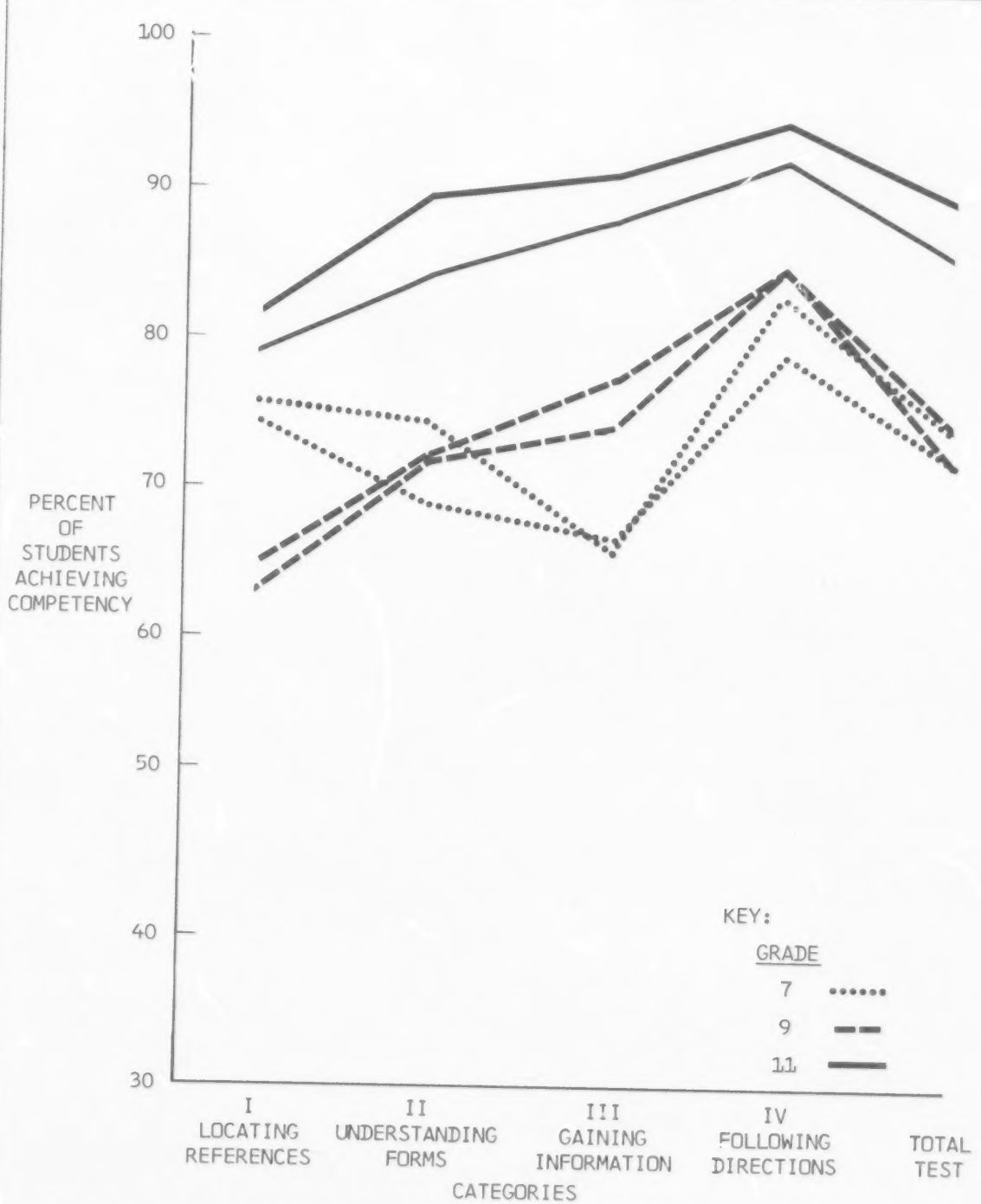


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TABLE 1. SYSTEM LEVEL RESULTS--MARYLAND FUNCTIONAL READING TEST, 1975-1978, NUMBER AND PERCENT OF STUDENTS ACHIEVING COMPETENCY* BY GRADE, CATEGORY AND TOTAL TEST.

TESTING YEAR	CATEGORY I Locating References		II Understanding Forms		III Gaining Information		IV Following Directions		Total Test	
	Number	%	Number	%	Number	%	Number	%	Number	%
1977-1978										
Grade 7	363	76	354	74	315	66	397	83	354	74
Grade 9	350	63	400	72	411	74	473	85	400	72
Grade 11	366	79	389	84	407	88	426	92	398	86
1976-1977										
Grade 7	424	80	412	78	396	75	454	86	440	83
Grade 11	340	79	368	85	380	88	406	94	374	87
1975-1976										
Grade 7	345	69	338	68	285	57	367	74	335	67
Grade 11	301	63	328	68	353	74	376	78	349	73

*"Achieving competency" refers to a desired competency level where a student answered correctly at least 80 percent of the items in a category and on the total test. (All numbers rounded)

TESTING YEAR	TOTAL NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL ENROLLMENT AS OF SEPTEMBER 30 OF TESTING YEAR
1977-1978		
Grade 7	478	92.1
Grade 9	556	92.8
Grade 11	463	95.5
1976-1977		
Grade 7	527	93.1
Grade 9		
Grade 11	429	91.1
1975-1976		
Grade 7	497	89.9
Grade 9		
Grade 11	480	93.4

WORCESTER COUNTY

TABLE 2. PUBLIC SCHOOL RESOURCES PROFILE

SCHOOL NAME	GRADE ORGANIZATION (1)	TOTAL SCHOOL ENROLLMENT (2)	PUPIL/STAFF RATIO (3)	PERCENT AVERAGE DAILY ATTENDANCE (4)	TOTAL NO.		AVERAGE YEARS EXPERIENCE		PERCENT STAFF MASTER'S DEGREE OR ABOVE (9)
					TEACHER (5)	ADMIN. (6)	TEACHER (7)	ADMIN. (8)	
BERLIN MIDDLE	6-8	820	17.1	95.4	46.0	2.0	9.1	27.3	16.7
POCOMOKE MIDDLE	4-8	595	15.7	97.1	36.0	2.0	11.9	27.7	21.1
POCOMOKE SR	9-12	545	17.0	96.4	30.0	2.0	12.1	14.3	15.6
SNOW HILL MIDDLE	4-8	699	16.6	97.0	40.0	2.0	12.7	25.5	33.3
SNOW HILL SR	9-12	580	19.3	95.7	28.0	2.0	10.9	17.1	33.3
STEPHEN DECATUR SR	9-12	944	18.9	95.4	48.0	2.0	9.1	20.5	28.0

TABLE 3. SCHOOL LEVEL -- PERCENT OF STUDENTS ACHIEVING COMPETENCY IN THE SKILL CATEGORIES AND ON THE TOTAL TEST

SCHOOL NAME	GRADE	NUMBER OF STUDENTS TESTED	LOCATING REFERENCES %	UNDERSTANDING FORMS %	GAINING INFORMATION %	FOLLOWING DIRECTIONS %	TOTAL TEST %
BERLIN MIDDLE	7	253	77.4	74.3	67.1	87.7	77.0
POCOMOKE MIDDLE	7	109	72.4	76.1	67.8	77.0	71.5
POCOMOKE SR	9	138	57.2	65.2	70.2	84.7	66.6
	11	129	71.3	71.3	82.1	87.5	76.7
SNOW HILL MIDDLE	7	116	75.0	69.8	63.7	80.1	71.5
SNOW HILL SR	9	138	63.7	69.5	73.9	86.2	73.1
	11	132	72.7	81.0	81.8	90.1	80.3
STEPHEN DECATUR SR	9	280	65.0	76.0	76.7	85.3	74.2
	11	202	88.6	93.5	95.0	97.0	95.5